DOCUMENT RESUME

ED 208 225　　　　　　　　　　　　　　　　CE 030 343

AUTHOR	Phelps, L. Allen
TITLE	A Compendium of Interagency Agreements: Vocational Education, Special Education, and Vocational Rehabilitation. Policy Research and Resource Series: Document 5.
INSTITUTION	Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.
SPONS AGENCY	Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.
PUB DATE	Jun 81
GRANT	G007900952
NOTE	365p.; For related documents see CE 030 344-345, ED 194 743-745, and ED 201 745.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Agency Cooperation; Agency Role; *Contracts; Disabilities; Educational Cooperation; Federal Legislation; Federal State Relationship; National Surveys; Postsecondary Education; Secondary Education; Shared Services; *Special Education; State Programs; State Supervisors; *Statewide Planning; Vocational Education; *Vocational Rehabilitation

ABSTRACT

Since 1978, several federal and state initiatives have been implemented to strengthen the development of state-level interagency collaboration among vocational education, special education, and vocational rehabilitation. A survey of state directors of vocational education, special education, and vocational rehabilitation was conducted to ascertain the number and comprehensiveness of state-level interagency agreements among their respective agencies. It was found that over the past two years the states appear to have done a comprehensive and thorough job of developing interagency agreements, and are now making efforts to update those agreements. The main part of this document is made up of examples of 29 current interagency agreements that may offer ideas for states and local agencies to use in developing and refining their individual interagency agreements. Several innovative arrangements for sharing programs, inservice training, support services, assessment services, etc., are contained in the agreements. The last section of the compendium includes abstracts of several interagency resource documents that have been developed by federal and state agencies. (KC)

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A Compendium of Interagency Agreements: Vocational Education, Special Education, and Vocational Rehabilitation

Policy Research and Resource Series: Document 5

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A Publication of the
**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

Sponsored by

Division of Personnel Preparation
Office of Special Education
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FOREWORD

During the 1980's policymaking personnel at the federal, state and local levels will be faced with a variety of complex decisions regarding the future of vocational education programming for handicapped youth and adults. Diminishing federal and state resources for education and rehabilitation and changing regulatory requirements will contribute to the complexity of these decisions. The need for cost-effective, collaborative efforts has never been more critical both at the state and local level. Over the past three years several initiatives by the U.S. Department of Education and the Rehabilitation Services Administration have urged the development of expanded interagency linkages between vocational education, special education and vocational rehabilitation. These initiatives provided the basis for a national survey regarding the status of state-level interagency agreements and the subsequent publication of this document.

This Compendium has several purposes and uses for policymakers, administrators, service providers, parents and advocates involved in vocational education, special education, and vocational rehabilitation. The results of a small-scale national survey of the state agencies regarding the status of interagency agreements are reported. This survey focused on determining the present status of state-level interagency agreements and future research needs in this field. In addition, examples of 29 current interagency agreements are included to offer ideas for states and local agencies to use in developing and refining their individual interagency agreements. Several innovative arrangements for sharing programs, inservice training, support services, assessment services, etc. are contained in the agreements. The last section of the Compendium includes abstracts of several interagency resource documents that have been developed by federal and state agencies.

Several individuals were instrumental in the development of this publication. Ms. Laurie Batchelor played a major role in development and pilot testing of the questionnaire and compilation of the data. Dr. William Halloran of the U.S. Office of Special Education was instrumental in the initial planning and development of the study. The editor is also indebted to several individuals who provided assistance by reviewing the initial instruments and procedures for the survey. These individuals included: Dr. Marc Hull, Vermont Department of Education; Dr. Hugh McKenzie, University of Vermont; Mr. James Galloway and Mr. Joe Fisher of the Illinois State Board of Education; Dr. Lisa Walker, George Washington University; and Dr. William Ohrtman of the Pennsylvania Department of Education. Ms. Lilian Del Barco and Ms. Alicia Meister did an outstanding job in typing and proofing the manuscript. Dr. Janet Treichel and Ms. Margaret Hensel effectively and efficiently managed the printing and production of the document. Finally, the LTI project is most appreciative of those state officials who participated in the survey and granted permission for the reproduction of the interagency agreements contained herein.

L. Allen Phelps, Director
Leadership Training Institute/
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INTRODUCTION

The fields of vocational education, vocational rehabilitation, and special education have existed as federal programs since the early and mid-1900's. Over the years each has been focused, wholly or in part, on the preparation of individuals for employment. Enhancing the employability of individuals has been the major focus and goal of vocational education and vocational rehabilitation. Providing handicapped adolescents with prevocational and vocational skills has also been a growing concern of special educators in more recent years. As these fields have emerged and expanded, increasingly concern has been expressed for collaborative or interagency efforts (Howard, 1979). In times of diminishing federal and state resources, the need for comprehensive and cost-effective interagency collaboration is particularly acute.

With the enactment of the Vocational Education Act of 1963, states were charged with the task of developing and maintaining interagency agreements with regard to vocational education, special education, and vocational rehabilitation. During the early 1960's it became clear to the U.S. Congress that there were a substantial number of disabled Americans that required comprehensive and coordinated vocational education and rehabilitation programs to insure their full participation in the nation's workforce. While the attention to and concern for state-level interagency agreements was initiated in the early 1960's, it has only recently been intensively stimulated by the federal government.

INTERAGENCY AGREEMENTS: A POLICY RESEARCH PROBLEM

Since October, 1977, the U.S. Commissioner of Education and the Commissioner of the Rehabilitation Services Administration of the then Department of Health, Education, and Welfare have issued three joint memoranda concerning education and rehabilitation services for handicapped individuals. The primary purpose of each document was to stimulate the development of effective interdepartmental and interagency collaboration. Through these memoranda chief state school officers and state directors of vocational rehabilitation agencies were encouraged to: (1) examine collaborative efforts between education and vocational rehabilitation agencies (Department of Health, Education, and Welfare, October, 1977), (2) develop formal cooperative agreements between special education, vocational rehabilitation, and vocation education (Department of Health, Education, and Welfare, November, 1978), and (3) respond to the need to provide all handicapped persons with comprehensive vocational education services (Federal Register, September 25, 1978). The November, 1978 memorandum is presented in Appendix B. In addition to these memoranda, the Federal agencies involved in the issuance of the memoranda have sponsored a national conference for state directors in Washington, D.C. (February 1-2, 1979), and several research and development and training projects to facilitate state-level interagency efforts.

The major purposes for state-level interagency collaboration, as described in these memoranda, have included:

1. To assure that handicapped persons eligible for services under

the Education for All Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments of 1976 (P.L. 94-482), and the Rehabilitation Act of 1973 (P.L. 93-112) receive all appropriate services for which they are eligible.

2. To assure that all agencies administering these laws understand that eligibility under one law should not, in and of itself, result in denial of complementary services under another of the laws.
3. To assure that the Federal agencies involved are fully committed to helping State and local agencies to engage in coordinated service delivery for handicapped persons.

A variety of strategies are suggested thoughout the joint Federal memoranda for implementing interagency collaborative efforts. State directors and agencies are encouraged to work out joint plans for developing and implementing individualized education programs (IEP's) and individualized written rehabilitation programs (IWRP's). Joint consultation efforts in developing, reviewing and coordinating state plans are suggested. Since work experience study programs have historically been used in special education, vocational education and vocational rehabilitation, efforts are needed at the state-level to assure that appropriate work study opportunities are provided to all eligible handicapped youth and adults, and that these programs are effectively coordinated at the local level. Interagency state-level committments should also be reflected in development and operation of inservice and preservice personnel development programs sponsored by the three agencies. Other strategies, such as the joint operation of special programs or special vocational schools, may also be appropriate.

From an evaluative perspective, there are a variety of ways in which to examine the changes that have or have not taken place in state-level interagency collaboration as a result of the recent Federal initiatives. One of the key factors in such an examination is the status and content of state-level agreements. The problem addressed in this study focused upon an identification of the characteristics of state-level agreements between vocational education, special education, and vocational rehabilitation agencies.

The Interagency Agreement Study described herein had essentially three purposes. One purpose was to survey the states to determine the current status of the interagency agreement(s). The second, and perhaps more critical purpose, was to assemble a Compendium of Interagency Agreements that could be used by state leaders to expand or improve upon their state's agreement. A third purpose was to identify additional research and development and/or training needs related to state-level interagency collaboration. More specifically, four major research questions were posed:

1. What is the current status of interagency agreements in each of the states?
2. What general activities or procedures have occurred in the process of developing state-level interagency agreements?
3. What are major characteristics (assurances, services included, state level coordination provisions, and state-local linkage provisions) of those agreements available for dissemination?
4. What additional policy research questions need to be addressed to assist state agencies in planning and implementing effective interagency coordination?

SURVEY PROCEDURES

The Leadership Training Institute/Vocational and Special Education (LTI) staff first discussed the conduct of an Interagency Agreement Study with the project's National Planning and Advisory Committee (NPAC) in September, 1979. As the idea for the study evolved, members of the NPAC who represent various national associations and organizations involved with vocational education for the handicapped, offered several helpful content and strategy ideas, and mentioned other studies which were underway that related to the study of state interagency agreements.

The plan to conduct the survey was initiated just prior to the awarding of a major contract to the University of Wisconsin by the Bureau of Occupational and Adult Education, U.S. Office of Education. The project, which is entitled "Vocational Education Models for Linking Agencies Serving the Handicapped," was designed to assist states to meet the vocational needs of students at the secondary, post-secondary and adult levels (Tindall, et. al., 1980, p. 1). After consultation with the project director, Dr. Lloyd Tindall, it was clear that the focus of the linkage project was much broader than the written agreement(s) at the state level. However, when the Interagency Agreement Survey was mailed to the state directors, the non-duplicative relationship between this survey and the University of Wisconsin survey, which had been mailed earlier, was described in the cover letter.

A draft of the survey questionnaire and cover letter was mailed to eight individuals for review and comment. These included individuals in state education agencies, the U.S. Office of Education, and universities.

Personal or telephone interviews were conducted with each of the pilot reviewers. Based on their input the cover letter and several questions on the instrument were revised.

The final survey questionnaire which was mailed to the state directors of vocational education, special education, and vocational rehabilitation contained six specific questions:

1. Please indicate the status of any state-level interagency agreement(s) between vocational education, special education or vocational rehabilitation.
    - In effect
    - Under revision
    - Undergoing initial development
    - None in effect and none planned
2. List the exact names of the Boards that administer the Federal programs for vocational education, education of the handicapped, and vocational rehabilitation.
3. Please list the names of the units or divisions within each of the departments that were (or are) involved in the preparation of the agreement.
    - Vocational education division title
    - Special education division title
    - Vocational rehabilitation divison title
4. Summarize the types of activities that took place (or are taking place) in the initial development and approval of the interagency agreement. (For example, creating an interagency task force, legal review, conducting hearings with professional and advocacy groups, etc.)
5. Listed below are several questions or areas of concern related to the implementation of interagency agreements. Based upon your experiences and current informational needs, please rank the five most critical questions (with "1" being the most critical) needing further research.
6. Will your agency grant permission to reprint the interagency agreement in a Compendium of State-level Interagency Agreements to be disseminated nationally?

In March, 1980, the initial mailing was forwarded to 110 state directors of special education and vocational education which included the state directors in the District of Columbia, Puerto Rico, Virgin

Islands, and Guam and Mariana Islands. The mailing to the state directors of vocational rehabilitation was mailed on April 28, 1980 following official clearance and endorsement of the survey by the Council of State Administrators of Vocational Rehabilitation (CSAVR). Thus, a total of 162 state directors received the survey.

Also included in the initial mailing was a final report of a national needs assessment survey which had earlier been conducted by the LTI project. The state directors of the three agencies had been three of eight major state leadership groups that were surveyed concerning their perceptions and inservice training needs relative to vocational education for handicapped learners.

The first follow-up letter and survey to non-responding state directors was mailed in mid-June, 1980 with an anticipated return date of July 15, 1980. In this follow-up letter a summary tabulation of the interim survey results was included to encourage state directors to respond. Surveys returned through mid-September were included in the analysis of data.

FINDINGS

The data from the survey provide several interesting insights regarding the development and status of state-level interagency agreements. It is important to note that the data in this study were collected in March-July, 1980. At the time of the survey several states reproted that they anticipated revising or initiating new agreements within the near future. It may also be anticipated that upcoming changes in federal and state regulations may have a substantial effect on state-level interagency agreements in the near future.

In some instances discrepant data were reported by the state directors from the same state. Further questionnaire and agreement analyses by the researchers, and follow-up telephone calls to state directors were used to resolve the major discrepencies. The discrepancies appeared to be largely due to: (a) the respondents referring to different or multiple agreements with the same state or (b) the respondents from a state being from different levels in the administrative structure. In some instances consultants or program specialists were asked to complete the questionnaire on behalf of a state director.

As Table 1 indicates, an overall response rate of 78.4% was obtained. Usable questionnaires were returned by 127 of the 162 of the state directors comprising the population of the study. The State Directors of Vocational Rehabilitation had the highest group response (87.04%) of the three groups surveyed.

Responses were received from all three state directors in the case of 26 of the 54 (50%) states and territories. After the follow-up mailing, only one state was totally absent from the returns. Two of the three state directors responded from 22 states, while in only five states did one of the three state directors respond.

Table 1

Responses to Interagency Agreement Questionnaire
(N=54/per group or 162 total)

Respondent Group	N	Percent of Respondent Group	Percent of Total Population
State Directors of Vocational Education	45	83.33	27.78
State Directors of Special Education	35	64.81	21.61
State Directors of Vocational Rehabilitation	47	87.04	29.01
TOTAL	127		78.40

Status of Agreements

Overall, it appears that the states have done an excellent job in revising and initiating interagency agreements relative to vocational education, special education, and vocational rehabilitation in recent years. Table 2 presents the summary data concerning the present status of interagency agreements. As of September, 1980, all but eight states and territories have agreements that are in effect, under revision, or under development. Thirty-one states (58.5% of the respondents) have agreements in effect between three (3) agencies, while six (6) states have agreements currently in effect between two (2) agencies. It is important to note that five of the six states with agreements between only two agencies have additional agreements under development or are presently revising existing agreements to include additional agencies. In at least three states multiple agreements exist. Typically, these states have an agreement between vocational and special education (usually administered under a common State board of education), and an agreement between the State board of education and the State board of vocational rehabilitation.

Those states reporting no agreements in effect and none planned tended to cite three major reasons for lack of an agreement. Four states reported that since all three programs were administered under the same department, there was not a perceived need for an interagency agreement. In these states, the respondents felt that intra-agency collaboration was extensive. Some of these states reported having developed and put in place policy guidelines for local vocational education, special education, and vocational rehabilitation agencies. One small state and one U.S. territory reported that a number of collaborative planning and inservice activities had occurred without an agreement. It would appear that, at least in these two cases, the size of the state bureaucracy did not inhibit interagency cooperation.

Generally speaking, the agreements in effect appear to have been recently initiated or updated. Twenty-seven of the thirty-four (79.4%) agreements received in the study were signed and initiated in 1979 or 1980.

Table 2

Status of State-Level Interagency Agreements as of September, 1980 (N=53 states and territories responding)

Status of Agreements	N	% of States Responding
Agreements in Effect Between 2 Agencies	6[1]	11.3%
Agreements in Effect Between 3 Agencies	31	58.5%
Agreements Presently Under Revision	3	5.7%
Agreement Undergoing Initial Revision	11	20.8%
None in Effect and None Planned	8	15.1%

[1] Five of these states reported having additional agreements "under revision" or "under initial development" for the purpose of including additional agencies. These states are reported in multiple categories.

Developmental Activities

A number of different developmental activities were reported by states as occuring during the formulation of interagency agreements. As Table 3 indicates, the most common activity leading to the development of the agreements was the forming and use of interagency committees or task forces composed of representatives of the state agencies. It appears as though these interagency committees have focused their efforts on both development of the agreement as well as the follow-up implementation of the agreement. States which did not have agreements planned or in effect also reported the existence of interagency committees.

Table 3

Activities/Procedures Used by States in Developing Interagency Agreements

Developmental Activity	No. of States Using This Procedure/Activity
Interagency Task Force (state agency staff)	45
Involvement of local personnel in development and/or review of agreement	14
Legal review conducted	13
Attendance at National Interagency Conference Feb. 1-2, 1979; use of USOE -- RSA Memorandum	10
Internal departmental review conducted	8
Development of policy guidelines for local agencies	8
Public hearings/reviews conducted	7
Participation in other national/regional conferences	4
Review by state advisory councils	4
Involvement of advocacy groups in development and/or review of agreement	3

As one reviews the data presented in Table 3, it must be interpreted with caution. These data were compiled from an open-ended question on the survey. Since a checklist of possible developmental activities was not provided for the respondents, it was necessary to use some degree of judgement in interpreting and classifying the responses.

Several states also reported the involvement of local personnel in the development and/or review of the agreement. Thirteen states have solicited legal reviews and opinions of the agreements prior to initiating the agreement. Ten of the states and territories reporting had indicated that participation in the National Interagency Workshop held February 1-2, 1979 in Washington, D.C. was a significant activity in the development of their interagency agreement. These states also reported utilizing the joint USOE-RSA Memorandum (see Appendix B) which was disseminated at the workshop as a model for their state-level agreement.

Policy Research Questions

The results of the pilot study for the survey suggested there were at least seven major policy research questions in the area of state-level interagency collaboration. These questions, which appeared in the questionnaire, are presented in Table 4. Respondents were asked to rank (1 through 5) these questions (or other questions they chose to list) in terms of their importance for future research. This section of the questionnaire was designed to identify and prioritize the specific areas of interagency collaboration needing further research and evaluation efforts.

The most critical question cited by the respondents addresses the potential scope of an effective interagency agreement. Operationally, this translates into issues such as "How many agencies can work together

Table 4

Mean Rankings of Interagency Policy Research Questions

Policy Research Questions	SDVE[1] (N=42)	SDSE[2] (N=34)	SDVR[3] (N=44)	TOTAL
1. To what extent do state-level agreements effect or stimulate local interagency agreements?	2.185	2.769	3.133	2.711
2. What are the most effective strategies for dissemination and utilization of state-level agreements?	3.190	3.235	2.983	3.110
3. What is the potential scope of an effective state-level agreement? (e.g. How many agencies can work cooperatively? In which specific areas -- funding, program approval, etc.)	2.379	2.500	2.484	2.453
4. To what extent can state-level agreements serve as models for interagency administrative cooperation on a regional or local level?	3.167	2.700	3.206	3.055
5. What is the nature of the administrative provisions contained in state-level agreements?	3.536	3.333	2.769	3.213
6. What is the nature of the financial provisions contained in state-level agreements?	3.114	3.185	2.966	3.087
7. What is the nature of the staffing arrangements for implementation of state-level agreements?	3.704	3.409	3.640	3.595

[1] State Directors of Vocational Education

[2] State Directors of Special Education

[3] State Directors of Vocational Rehabilitation

effectively?", and "Which particular programmatic or policy areas -- funding, program approval, monitoring, etc. -- are the most conducive to collaborative efforts?" The respondents appear to be sensitive to the need for building comprehensive interagency agreements which provide vocational education programming for a variety of special needs populations. From a vocational education perspective, potential additional agencies that could be included are: CETA, corrections, developmental disabilities, mental health, bilingual and gifted education. Similar expanded agreements are possible from the perspectives of special education and vocational rehabilitation.

The questions ranking second and third in terms of importance for future research focused on: (a) the extent to which state-level agreements stimulate local interagency efforts, and similarly (b) the extent to which agreements at the state-level serve as models for local interagency administrative cooperation. These questions focus specifically upon the major issue of local impact, and the effectiveness of interagency services delivered to handicapped individuals within the state. The high priority given to these questions by the state directors suggests that this is an area where research is lacking. The remaining questions drew mixed responses in terms of their importance from the state directors.

Several additional policy research questions were suggested by the 120 respondents. In all, a total of 46 additional policy research questions were offered. Several of these were highly similar in intent and wording to the seven questions proposed on the questionnaire. The majority of the questions focused on implementation of interagency agreements. Questions were raised relating to monitoring of agreements, delivery of inservice training, and assuring a continuum of vocational education programs. Several respondents also cited the need to determine consistent policies related to first dollar responsibility among the agencies. A number of respondents also suggested that policy research and evaluation efforts should focus on determining the benefits and services which actually accrue to handicapped individuals as a result of interagency agreements. An examination of how state legislation, constitutions, and governance structures facilitate or impede interagency agreements was also suggested by three respondents.

CONCLUSIONS

Since 1978 several federal and state initiatives have been implemented to strengthen the development of state-level interagency collaboration among vocational education, special education, and vocational rehabilitation. Memoranda from federal agencies, national and regional conferences and workshops on interagency planning, state interagency projects, and interagency resource publications appear to have had a clear and visible impact on state-level interagency agreements. Several major conclusions can be drawn from this survey study relative to the impact of these efforts.

Status of Agreements

1. Over the past two years the states appear to have done a comprehensive and thorough job of developing interagency agreements. As of September, 1980, thirty-one states have agreements in effect among three agencies. Five additional states have agreements between two agencies. Fourteen states report having agreements under development or revision.
2. Those states with agreements between two of the three principal agencies report that they are presently working on revisions of the agreement to include additional agencies.
3. Four of the eight states and territories reporting that no agreements are in effect or planned, indicate that all three agencies are administered by a common state department and that formal, cooperative agreements are not considered necessary. Further, these states report activities such as the issuance of interagency policy guidelines for local educational and rehabilitation agencies and collaborative conferences as evidence of their impact in lieu of an agreement.

4. The recent efforts of states to update interagency agreements is clearly noticeable. Of the 34 agreements received and reviewed in this study, 27 (79.4%) had been signed and initiated in 1979 or 1980. In addition, at least four states have prepared interagency policy guidelines or resource documents for local administrators within the past two years.

Developmental Activities

1. Forty-five (45) states have used organized interagency committees or task forces to develop or revise interagency agreements. Most states report the continuing existence of the committee to monitor implementation of the agreements. States without interagency agreements also report having interagency committees in operation.
2. Several states report involving local professionals in the development of the agreement. The involvement of advocacy organizations and state advisory councils in the development or revision of agreements appears to happen less frequently.
3. Ten states indicated that their attendance at the National Interagency Workshop (February 1-2, 1979 in Washington, D.C.) was an important event in the development of their interagency agreement.
4. Approximately 27% of the states reported having conducted a legal review in the process of developing their agreement to assure conformity with state legislation and codes.

Polity Research Questions

1. The State Directors considered a number of areas relative to interagency collaboration needing further research and/or evaluation. Determining the potential scope of an effective state-level interagency agreement (number of agencies involved; specific areas of collaboration) was

considered to be the most critical research topic. In addition, assessing the extent to which state-level agreements stimulate local interagency efforts was highly rated as a research and evaluation topic for the field.

AGREEMENT COMPENDIUM

This section contains the current state-level interagency agreements from 28 states and the District of Columbia. These agreements describe the various interagency arrangements that have been developed between vocational education, special education, and vocational rehabilitation. Selected agreements also include provisions related to: developmental disabilities, mental health, services for the blind/visually impaired, and CETA. A total of 34 agreements were received from states responding to the Interagency Agreement Survey.

Based on an extensive review and analysis of the agreements received, 28 were selected for publication. Those selected were chosen because of their comprehensive nature. All of the agreements outline in detail the specific interagency provisions that have been worked out within the state. They present a variety of approaches to coordinating the delivery of services, assuring coordination of individualized planning, delivering staff inservice training and technical assistance, and monitoring and evaluating local programs. Some of the agreements also describe interagency financial provisions. Those agreements which were not selected for publication were: (1) providing only general assurances of an intent to cooperate (i.e. "agree-to-agree" statements), or (2) under revision at the time of the study.

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INTERAGENCY AGREEMENT

ARKANSAS

AGREEMENT FOR COOPERATIVE ACTIVITIES BETWEEN THE DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, THE SPECIAL EDUCATION SECTION OF THE DIVISION OF INSTRUCTIONAL SERVICES, AND THE REHABILITATION SERVICES DIVISION OF THE DEPARTMENT OF HUMAN SERVICES

Administrative Units:

Department of Human Services
Rehabilitation Services

Department of Education
Special Education Section
Vocational, Technical, and Adult Education Division

Date of Agreement: April, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
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AGREEMENT FOR COOPERATIVE ACTIVITIES BETWEEN THE DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, THE SPECIAL EDUCATION SECTION OF THE DIVISION OF INSTRUCTIONAL SERVICES, AND THE REHABILITATION SERVICES DIVISION OF THE DEPARTMENT OF HUMAN SERVICES

PREFACE

This cooperative agreement is designed to encourage the agencies involved to work cooperatively in providing vocational, educational, and rehabilitation services to all handicapped students who can benefit from such training and services.

COOPERATIVE AGREEMENT

The State of Arkansas shall to the maximum extent possible use funds to assist special needs students (Disadvantaged and Handicapped) to participate in vocational education and other programs designed for persons without such handicaps. These three agencies agree to work cooperatively to assist in making available the highest quality of services possible for handicapped persons by:

1. Assuming major responsibility in assisting local education agencies in the development and initiation of vocational programs and services to serve handicapped persons.

2. Assuring that handicapped persons eligible for services under the Education of Handicapped Children's Act of 1975, (P.L. 94-142), the Vocational Education Amendments of 1976, (P.L. 94-482), The Rehabilitation Act of 1973, (P.L. 93-112), as amended by the Rehabilitation Comprehensive Services and Developmental Disabled Act of 1978, (P.L. 95-602), and the Arkansas Children's Act 102 of 1973, as amended by Act 641 of 1975, receive all of the appropriate services for which they are eligible and for which funds are available.

3. Assuring that the rights of handicapped persons are protected in compliance with Section 504 of the Rehabilitation Act of 1973 as amended.

It is therefore agreed that the Arkansas Inter-agency planning group composed of representatives of the Rehabilitation Services, Special Education and Vocational Education will continue to provide vocational education and job placement services for the handicapped. The agencies agree to accept the following responsibilities:

I. The Division of Rehabilitation Services of the Department of Human Services

A. The Rehabilitation Services may provide handicapped students the following services:

1. Full evaluation, including medical diagnosis, to learn the nature and degree of disability and to help evaluate the individual's work capabilities.

2. Counseling and guidance, including personal adjustment counseling, to maintain a counseling relationship throughout a handicapped individual's program of services; and referral necessary to help handicapped individuals secure needed services from other agencies when such services are not available under the Act.

3. Physical and mental restoration services.

4. Vocational and other training services including: vocational, prevocational, personal and vocational adjustment, books, and tools, and other training materials.

5. Maintenance, not exceeding the estimated cost of subsistence, during rehabilitation.

6. Transportation, in connection with the rendering of any vocational rehabilitation services.

7. Services to members of the handicapped individual's family when such services are necessary to the adjustment or rehabilitation of the handicapped individual.

8. Interpreter services for the deaf.

9. Reader services, rehabilitation teaching services, and orientation and mobility services for the blind.

10. Telecommunications sensory and other technological aids and devices.

11. Recruitment and training services to provide new employment opportunities in the fields of rehabilitation, health, welfare, public safety, law enforcement and other appropriate public service employments.

12. Placement in suitable employment.

13. Post-employment services necessary to assist handicapped individuals to maintain their employment.

14. Occupational licenses, tools, equipment, initial stocks (including livestock) and supplies.

15. Other goods and services which can reasonably be expected to benefit a handicapped individual in terms of employability.

16. Independent Living Services.

B. The Rehabilitation Services has responsibility for coordinating the training and placement of post-secondary and adult handicapped persons who have completed an approved course of study and/or graduated from a public school, vocational or academic program.

II. The Special Education Section of the Division of Instructional Services

A. The special education section will maintain guidelines and provide technical assistance to local education agencies to assure that:

1. Handicapped students have been provided with pre-requisite personal adjustment, and pre-vocational skills prior to being referred to vocational education.

2. Placement of handicapped students in vocational education programs as based on the individual education plan, and the least restrictive environment.

B. Special Education will encourage local educational agencies to involve vocational education and the rehabilitation services staff in the writing of individual Education Programs where the students will be referred to vocational education for training.

C. Special Education will provide in-service training and technical assistance to vocational teachers making them aware of the techniques and strategies to use in working with handicapped students.

D. Special Education will provide state and Federal funds to support the following:

1. appraisal services
2. instructional services
   a. itinerant instruction
   b. resource room instruction
   c. special class instruction
   d. hospital and homebound instruction
   e. other agencies
3. support services
   a. educational teacher aides
   b. specialized materials and equipment
   c. specialized transportation
   d. counseling and therapy
   e. in-service
   f. curriculum development
4. administrative services

III. The Division of Vocational, Technical and Adult Education

A. The Division of Vocational Education accepts the responsibility of:

1. Encouraging and assisting local education agencies to provide counseling, assessment and evaluation for all handicapped students.

2. Requiring local education agencies to involve handicapped students in regular vocational programs to the maximum extent practical.

3. Encouraging LEA's to provide specialized and related instruction for handicapped students enrolled in regular vocational education programs.

4. Providing funding for support services for handicapped persons in regular vocational programs.

5. Requesting that all special projects for in school handicapped students be reviewed by the coordinator of special education to assure that the program is designed to meet the needs of the handicapped students in that LEA.

B. Vocational education will require that all handicapped persons served in a post-secondary program have an Individual Education Plan or an Individualized Written Rehabilitation Program.

1. That the handicapped students will have been appropriately evaluated and determined eligible for rehabilitation services.

2. That the handicapped students enrolled in the institution can benefit from the specific programs identified in their Individualized Written Rehabilitation Program.

C. Vocational education agrees to provide in-service training and technical assistance to familiarize special education personnel and Rehabilitation Service personnel with the working mechanics of vocational education and the services that can be provided.

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It is jointly agreed that these three agencies shall develop and issue an inter-agency memorandum to local education agencies and rehabilitation offices specifying the procedures for cooperatively developing inter-agency delivery systems of services, and the procedures for jointly serving handicapped persons and the types of services that will be available from each agency.

It is further agreed that each agency will assign at least one staff person who will be responsible for coordinating the development of the inter-agency program for providing state leadership, rendering in-service training materials, and providing technical assistance to local education agencies and rehabilitation services personnel.

By E Russell Baxter 4-9-79
Commissioner, Rehabilitation Services, Department of Human Services Date

By Sherman Peterson 4/6/79
Associate Director, Instructional Services, Department of Education Date

By Larry L Rogers 4/6/79
Coordinator, Special Education Section, Department of Education Date

By Luther Hardin 4/11/79
Associate Director, Vocational, Technical, and Adult Education Division, Department of Education Date

By Brody Anderson 4/11/79
Director, Department of Human Services Date

By Don R Roberts 4/12/79
Director, Department of Education Date

INTERAGENCY AGREEMENT

CALIFORNIA

AGREEMENT BETWEEN
CALIFORNIA STATE DEPARTMENT OF REHABILITATION
AND
CALIFORNIA STATE DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION

Administrative Units:

State Department of Rehabilitation
State Department of Education
Office of Special Education

Date of Agreement: August, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

INTERAGENCY AGREEMENT

State Department of Rehabilitation

State Department of Education, Office of Special Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento, June 1979

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B. Definitions

AGREEMENT BETWEEN
CALIFORNIA STATE DEPARTMENT OF REHABILITATION
AND
CALIFORNIA STATE DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION

I. Historical Perspective

California established a state-supported residential education/vocational program for the deaf and the blind in 1860. Presently, there are two state residential schools for the deaf, one for the blind, and three for the education of neurologically handicapped. Historically, emphasis for vocational education for handicapped children in public education primarily has been in programs for the mentally retarded. Until 1976, when Congress added a new Title IV to the Elementary and Secondary Education Act of 1975, the federal government had done little to assist in the education of handicapped children.

In 1968, Congress enacted the Vocational Amendments of 1968 which include set-aside funds for physically and mentally handicapped, and also consolidated all separate matching programs into statewide matching requirements.

In 1973, the Congress extended PL 91-230 by providing funds to facilitate state educational planning for coordinating services with other federal programs and local resources. And in 1974, AB 4040 provided state legislation which first mentioned career and vocational education should be provided.

Adult education has traditionally been a program designed to meet needs of learners whose lack of functional competency hampers their productive societal roles and responsibilities. In California, adult education is a part of the high school and unified school districts. California was one of the first states to establish a statewide program of public adult education and community development function. Classes for handicapped in adult education have largely been offered for the mentally retarded. Cooperatively financed school programs were established by vocational rehabilitation when special education agencies had limited resources and vocational rehabilitation agencies were interested in building programs which were models for other agencies.

Current Status

Recent years have seen the enactment of state and federal legislation that expressed the intent that all handicapped children and youth be provided a full appropriate education under the supervision of the California Department of Education. Assembly Bills 1250 and 3635 have extended the California Master Plan, encouraging responsible local agencies to plan with all agencies for education of individuals with exceptional needs.

Regulations for Section 504 of the Rehabilitation Act of 1973 were published in 1977, expressing the intent that "an insurer or similar third party was not relieved from a valid obligation to pay for services to a handicapped person." Public Law 94-482, the Vocational Education Amendments of 1976, includes a set-aside of 10 percent for vocational education for the handicapped. PL 93-112 provides grants to states to evaluate the rehabilitation potential of eligible handicapped individuals to help them "prepare for or engage in gainful employment." PL 94-142 and AB 1250 regulations require inclusion of specially designed vocational education programs or instruction in individualized education programs.

A joint project at the federal level, jointly signed by the U.S. Commissioner of Education, Ernest Boyer, and the U.S. Commissioner of Rehabilitation Services, Robert Humphreys, went to chief state school officers and state directors of special education in the fall of 1977, indicating that the agencies in the U.S. Office of Education (Vocational Education and Special Education) and Rehabilitation Services Administration have common responsibilities. However, it asked that these agencies engage in coordinated service delivery for handicapped persons to assure nonduplication of services and to assure full commitment to a coordinated service delivery for handicapped persons.

In July, 1978, the Commissioner of the U.S. Office of Education approved a position paper written jointly between the Bureau of Occupational and Adult Education and the Bureau of Education for the Handicapped which states: "It is the position of the U.S. Office of Education that an appropriate comprehensive vocational education will be available and accessible to every handicapped person."

On November 21, 1978, a joint memorandum from the U.S. Commissioner of Education, Ernest Boyer, and from the U.S. Commissioner of Rehabilitation, Robert Humphreys, urged an expansion and improvement of the service delivery system which includes Special Education, Vocational Education, and the Department of Rehabilitation. This document assured federal collaboration and urged states to write cooperative agreements to define, at a minimum, how an individualized education program (IEP) and the individualized written rehabilitation program (IWRP) would interface, benefits to be made available by each agency, and eligibility criteria. (See Appendix A.)

Common Goals

The Department of Education and the Department of Rehabilitation have common responsibilities as providers of human services for handicapped persons. Vocational rehabilitation agencies are concerned with enabling individuals to prepare for, maintain, or engage in suitable occupations. Education agencies are concerned with the entire educational spectrum which should culminate in employment of individuals with exceptional needs. Both agencies have identified the severely handicapped as a priority for these services.

II. Purpose and Review of Document

WHEREAS, the California State Department of Education is the sole agency in California responsible for the administration of kindergarten through grade twelve vocational education and adult education; and

WHEREAS, the California State Department of Rehabilitation is the sole agency in California responsible for vocational rehabilitation services needed by eligible handicapped individuals; and

WHEREAS, it is the desire of both departments to ensure the provisions of needed educational and rehabilitation services to disabled students in secondary vocational and adult education;

NOW, THEREFORE, BE IT RESOLVED that this interagency agreement shall serve as a vehicle for both agencies to cooperate in providing an effective continuum of services to eligible handicapped individuals, beginning on the date that this agreement is signed by both parties and continuing for at least one year thereafter. This agreement shall be terminated only by mutual agreement between the agencies or by a written three-month advance notification by either party.

Review of Interagency Agreement

This agreement shall be effective upon date of signature and terminate upon ninety (90) days prior written notice by either party. This document will be renewed and revised, if appropriate, by the State Department of Education and the State Department of Rehabilitation prior to the beginning of each fiscal year. All recommendations will be jointly reviewed by both agency representatives prior to the annual review of the interagency agreement. If upon review it is decided to review the agreement for another fiscal year, an amendment including appropriate revisions shall be signed by official representatives of each agency.

III. Authority

EDUCATION

(45 CFR 121a.134,
121a.138, 121a.600)

§ 121a.134 Responsibility of State educational agency for all educational programs.

(a) Each annual program plan must include information which shows that the requirements in § 121a.600 of Subpart F are met.

(b) The information under paragraph (a) of this section must include a copy of each State statute, State regulation, signed agreement between respective agency officials, and any other document that shows compliance with that paragraph.

§ 121a.138 Other Federal programs.

Each annual program plan must provide that programs and procedures are established to insure that funds received by the State or any public agency in the State under any other Federal program, including section 121 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 241e-2), section 305 (b)(8) of that Act (20 U.S.C. 844a(b)(8)) or Title IV-C of that Act (20 U.S.C. 1831), and section 110(a) of the Vocational Education Act of 1963, under which there is specific authority for assistance for the education of handicapped children, are used by the State, or any public agency in the State, only in a manner consistent with the goal of providing free appropriate public education for all handicapped children, except that nothing in this section limits the specific requirements of the laws governing those Federal programs.

§ 121a.600 Responsibility for all educational programs.

(a) The State educational agency is responsible for insuring:

(1) That the requirements of this part are carried out; and

(2) That each educational program for handicapped children administered within the State, including each program administered by any other public agency:

(i) Is under the general supervision of the persons responsible for educational programs for handicapped children in the State educational agency, and

(ii) Meets education standards of the State educational agency (including the requirements of this part).

(b) The State must comply with paragraph (a) of this section through State statute, State regulation, signed agreement between respective agency officials, or other documents.

REHABILITATION

(45 CFR 1361.20)

§ 1361.20 Cooperation with other public agencies.

(a) The State plan shall provide that, where appropriate, the State Agency will enter into cooperative arrangements with, and utilize the services and facilities of, the State agencies administering the State's public assistance programs, other programs for disabled individuals such as the State's developmental disabilities programs, veterans' programs, health and mental health programs, education programs, workmen's compensation programs, manpower programs, and public employment offices; the Social Security Administration; the Office of Workmen's Compensation Programs of the Department of Labor; the Veterans' Administration; and other Federal, State and local public agencies providing services related to the rehabilitation of handicapped individuals.

(b) The State plan shall further provide that there will be maximum coordination and consultation in State vocational rehabilitation programs with programs for and relating to the rehabilitation of disabled veterans.

(c) Where there is a separate State agency for the blind, the State plan shall also provide that the two State agencies will establish reciprocal referral services, utilize each other's services and facilities to the extent practicable and feasible, jointly plan activities to improve services to the handicapped individuals in the State, and otherwise cooperate to provide more effective services.

OTHER CITATIONS

20 USC Sec. 1401, et seq. (1975)
20 USC Sec. 1412(h)
29 USC Sec. 701, et seq. (1973)
45 CFR Part 84, et seq. (1977)
Calif. Education Code Sec. 56301(j)

IV. Assurances

A. The Department of Education and the Department of Rehabilitation agree to work together to provide cooperative, active leadership to assure that handicapped individuals who are unserved or those handicapped individuals within each disability category with the most severe handicaps who are receiving inadequate educational services are offered educational opportunities which may lead to competitive and/or sheltered employment. The purpose of this document is to provide greater assurance that:

1. All handicapped persons eligible for assistance under federal and state law receive appropriate services for which they are eligible.

2. All agencies administering these laws understand that eligibility under one law should not, in and of itself, result in denial of complementary services under another law.

3. The local public education agencies and responsible local agencies understand that state agencies are committed to a coordination of services for individuals with exceptional needs.

B. Education and Vocational Rehabilitation will assure that common clients are informed of the due process and complaint procedures available through both agencies.

C. Education and Vocational Rehabilitation will assure confidentiality of records for common clients in accordance with the laws, regulations, and codes governing each agency.

V. Agreement

Participants in this agreement include:

Department of Education		
Office of Special Education)		
Vocational Education Unit)	and	Local education agencies
Adult Education Unit)		
Department of Rehabilitation	and	Local Department of Rehabilitation district offices

EDUCATION/REHABILITATION AGREEMENT

State Department of Education	Local education agency	State Department of Rehabilitation	Local Department of Rehabilitation districts
A. CLIENT FIND (SEARCH)	The handicapped individual shall have his or her individual rights and protections, as required by federal and state statutes.		
1. Shall develop a jointly sponsored Informational Directory, listing service locations, eligibility criteria, rights, responsibilities, and departmental objectives.	Shall utilize and distribute the Informational Directory.	Shall develop a jontly sponsored Informational Directory, listing service locations, eligibility criteria, rights, responsibilities, and departmental objectives.	Shall utilize and distribute the Informational Directory.
2.	Shall identify adequate staff positions within the local education agency to make referrals of students to the Department of Rehabilitation or Adult Education or Community Colleges.		Shall identify liaison staff to screen referrals from local education agencies, at or before separation from the LEA, within guidelines developed between the district administrator and local education agency administrator(s).
B. ASSESSMENT	The handicapped individual shall have benefits of necessary and appropriate assessments.		
1. Shall continue efforts to examine eligibility requirements and modify, if appropriate, in order to ensure that, whenever possible, common eligibility requirements are used by all agencies, which may include revisions of regulations.		Shall continue efforts to examine eligibility requirements and modify, if appropriate, in order to ensure that, whenever possible, common eligibility requirements are used by all agencies, which may include revisions of regulations.	
2. Shall require that a handicapped individual shall have recent assessment/evaluation information or a reassessment/reevaluation conducted within two years before a handicapped individual is referred to the Dept. of Rehabilitation or to another educational agency upon separation or graduation from high school.	(a) Shall require that when referrals are made to the Department of Rehabilitation or to another agency upon graduation or separation from high school, assessments/evaluations of those handicapped individuals referred shall include recent information or the LEA shall have conducted a reassessment/reevaluation of the handicapped individual within the prior two years. (b) Shall facilitate transfer of assessment information among appropriate agencies accumulated through elementary-secondary years to eliminate duplication of assessments.	Shall encourage districts to exchange, for eligibility purposes, recent or updated local education agency records, including psychological testing performed within two years, and medical examinations performed within one year.	Should coordinate with local education agencies to expedite transfer of appropriate local education agency assessment information.
3. Shall develop a model Client Information Release Form between Rehabilitation and Education to to expedite transfer of records.	Shall accept and use the model Client Information Form.	Shall develop a model Client Information Release Form between Rehabilitation and Education to expedite the transfer of records.	Shall accept and use the model Client Information Form.

EDUCATION/REHABILITATION AGREEMENT

State Department of Education	Local education agency	State Department of Rehabilitation	Local Department of Rehabilitation districts
4. Shall offer technical and/or financial assistance for development of local vocational assessment services.	May establish vocational assessment services for individuals with exceptional needs, particularly in low incidence areas.	Through Community Resources and Development Section offer technical and/or financial assistance (grants) in the development of community assessment services.	Working with the Community Resources and Development Section, identify the need for such vocational assessment services and approve when justified.
C. PROGRAM PLACEMENT/REVIEW/ IMPLEMENTATION	The handicapped individual shall have benefit of a continuation of coordinated services in all agencies.		
1. Within legal restrictions, the State Department of Education and the Department of Rehabilitation will develop uniform content requirements where appropriate for individualized education programs (IEPs) and individualized written rehabilitation programs (IWRPs) and, where indicated, recommend revision in state or federal regulations.	Where appropriate, shall invite rehabilitation representative to the annual review of individualized education program. If any changes are being considered in the IEP, this should be communicated to Department of Rehabilitation. (May be informational.)	Within legal restrictions, the State Department of Education and the Department of Rehabilitation will develop uniform content requirements where appropriate for individualized education programs (IEPs) and individualized written rehabilitation programs (IWRPs); and, where indicated, recommend revision in state or federal regulations.	Where appropriate, shall invite education representative to participate in development of individualized written rehabilitation program. If any changes are being considered in the IWRP, this should be communicated to local education agency. (May be informational.)
2. The State Department of Education and the Department of Rehabilitation will jointly distribute guidelines for providing services for common clients.	Shall accept and use guidelines jointly developed by the State Departments of Rehabilitation and Education.	The State Department of Education and the Department of Rehabilitation will jointly distribute guidelines for providing services for common clients.	Shall accept and use guidelines jointly developed by the State Departments of Rehabilitation and Education.
D. ADMINISTRATIVE POLICIES	**The handicapped individual shall have benefit of consistent administrative policies and procedures between agencies.**		
1. Will encourage, through distribution of guidelines and by technical assistance, written agreements between local education agencies and local Department of Rehabilitation districts, and will require that these documents be distributed to identified handicapped students and parents.	Are encouraged to develop local written agreements with Department of Rehabilitation districts and, where appropriate, such documents may be made available to handicapped students, parents, and others.	The Program Supports Division will encourage, through distribution of guidelines and by technical assistance, written agreements between local education agencies and local Department of Rehabilitation districts, and will require that these documents be distributed to identified handicapped students and parents.	District administrators are encouraged to develop local written agreements with local education agencies and, where appropriate, such documents may be made available to handicapped students, parents, and others.
2. Will jointly provide in-service training on this agreement at the local level to include due-process procedures, confidentiality requirements, complaint procedures, federal and state mandates and policies.	Will select appropriate staff to attend in-service training workshops and will provide this information to interested persons or organizations.	Will jointly provide in-service training on this agreement at the local level to include due-process procedures, confidentiality requirements, complaint procedures, federal and state mandates and policies.	District administrators will select appropriate staff to attend in-service training workshops and will provide this information to interested persons or organizations.

INTERAGENCY AGREEMENT APPROVAL

This agreement is entered into this 1st day of August, 1979, by and between the undersigned agencies.

Wilson Riles
WILSON RILES
Superintendent of Public
Instruction
State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Edward V. Roberts
EDWARD V. ROBERTS
Director
Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814

INTERAGENCY AGREEMENT

COLORADO

COOPERATIVE AGREEMENT INVOLVING COLORADO DIVISION OF OCCUPATIONAL EDUCATION; COLORADO DIVISION OF REHABILITATION; AND, THE COLORADO SPECIAL EDUCATION SERVICES UNIT

Administrative Units:

Division of Occupational Education
Division of Rehabilitation
Special Education Services Unit

Date of Agreement: January, 1980

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

COOPERATIVE AGREEMENT INVOLVING COLORADO DIVISION OF OCCUPATIONAL EDUCATION; COLORADO DIVISION OF REHABILITATION; AND, THE COLORADO SPECIAL EDUCATION SERVICES UNIT

The Colorado Department of Education, the Colorado Division of Occupational Education and the Colorado Division of Rehabiliation recognizing their obligation to enter into agreements to insure the education of all handicapped children ages 5 to 21, hereby finds that:

WHEREAS,

In the State of Colorado, local school boards are responsible for assuring that all handicapped children, ages 5 to 21, for whom they are responsible, receive a free and appropriate education, including screening, evaluation and implementation of individual educational plans in the least restrictive environment (C.R.S. 22-20-103; Rules 2220-R-3-0); and

WHEREAS,

The boards of two or more school districts may establish a Board of Cooperative Services (BOCS) which has the power to operate and maintain schools, classes, and programs, (C.R.S. 22-5-102 and 22-5-108); and

WHEREAS,

Every school district in the state shall be either an administrative unit in itself or in a board of cooperative services which shall be designated as an administrative unit which conducts and provides special education programs and services, (22-20-103(1)); and

WHEREAS,

The goal of the Colorado Interagency Agreement is to provide eligible youth with appropriate personal, social, academic, and vocational skills which lead to employment upon graduation from the school setting. Inherent in this goal is:

A. the premise that all Colorado handicapped youth have available to them a free appropriate public education and that the rights of such handicapped individuals are protected in compliance with Section 504 of the Rehabiliation Act of 1973;

B. a basic commitment on behalf of the involved state agencies to assume the primary responsibility for assisting local education agencies to develop and implement the best set of services possible for Colorado handicapped individuals; and

C. that all handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments of 1976 (P.L. 94-482), the Rehabilitation Act of 1973 (P.L. 93-112), and the Colorado Exceptional Children's Education Act of 1973 receive all appropriate services for which they are eligible, and

WHEREAS,

The delivery of programs involving appropriate educational services to handicapped individuals requires cooperative efforts of Colorado Department of Education, Occupational Education, and Rehabilitation, and

WHEREAS,

The foundation for developing a Colorado integrated vocational education service delivery system is set forth in this interagency agreement which is based upon a mutual commitment of placement of handicapped persons in the least restrictive environment and a commitment to the provision of coordinated services for the handicapped.

THEREFORE,

It is hereby agreed that the Colorado Division of Occupational Education; the Colorado Division of Rehabilitation; and the Colorado Department of Education will continue to cooperate in the development of programs designed to provide a continuum of services for the handicapped. The agencies agree to accept the following general responsibilities.

I. COLORADO DIVISION OF OCCUPATIONAL EDUCATION (CDOE)

A. Special needs funds as designated by P.L. 94-482 may be used to support handicapped students in the following programs.

1. Regular vocational programs.
2. Special vocational programs.
3. Special cooperative programs.

B. All handicapped students should have completed a vocational assessment process which includes an interest inventory prior to placement in a vocational program.

C. The regular vocational programs throughout the State may be utilized by handicapped persons to meet their educational and employment needs. In view of the philosophy of vocational education and the intent of the law, regular vocational education programs will not be intentionally used for exploration purposes. It must be determined prior to entry that the handicapped person, as any other person, has declared an occupational intent and has the ability to complete the program and become employed. If necessary, Vocational Education will provide for the modification of equipment and offer Supplemental Educational Services to accommodate the handicapped within available resources.

D. When regular vocational programs or modifications within regular vocational programs cannot service the handicapped population, special vocational programs should be designed and implemented. Prior to implementation, it must be determined that potential employment is available and employers have expressed willingness to employ the handicapped. Only those programs that will offer long term continued employment will be considered for implementation. The special programs will be designed to accommodate the persons available for training.

E. All activities involving special education students in vocational programs will be through a coordinated effort of the local directors of vocational education, special education and rehabilitation personnel where appropriate. The local director of vocational education will have the primary responsibility for the operation of the special vocational program.

F. The special cooperative program will be under the joint reponsibility of the directors of vocational education and special education, as well as, rehabilitation personnel when appropriate.

G. Vocational credentialing requirements will be established by the Division of Occupational Education.

H. The IEP concept will be supported by vocational educators and they shall assist in developing the IEP when it is anticipated handicapped persons will be placed in regular or special vocational programs.

I. All programs supported by vocational funds shall be implemented and operated in accordance with the philosophy, standards and/or guidelines provided by the State Board for Community Colleges and Occupational Education.

II. COLORADO DIVISION OF REHABILITATION (CDR)

A. CDR primarily provides services to eligible handicapped individuals ages 16 and over and it accepts responsibility for the provision of rehabilitation services for such eligible handicapped individuals in accordance with state-federal written guidelines and available resources. Due to Colorado legislative requirements, some Colorado Rehabilitation services are based upon an economic needs test. If a student has withdrawn from school, CDR staff will first encourage the individual to return to the school setting in an attempt to have structured within the district an educational/vocational education program that will lead to completion of an appropriate course of study. If it becomes apparent that it is not feasible for the student to return to school, and he/she is eligible for the rehabilitation program, necessary rehabilitation services will be provided in an attempt to have the student become employable.

B. CDR will accept handicapped students referrals to:

1. Determine rehabilitation program eligibility. Eligibility is based upon pertinent medical, psychological, vocational, educational, and related factors which bear on the individual's handicap to employment and his/her rehabilitation needs. Such information will be obtained, with proper written consent, from the school and other necessary community resources. Eligibility for rehabilitation services is based upon:

    a. the documented presence of a physical or mental disability which, for such individuals, constitutes or results in a substantial handicap to employment; and

    b. a reasonable expectation that rehabilitation services will benefit the individual in terms of employability.

2. Initiate and coordinate vocational evaluation, planning, and training rehabilitation services necessary for eligible individuals in conjunction with appropriate services available through other involved agencies.

    a. An Individual Written Rehabilitation Plan (IWRP) will be developed, and documented on the Individual Written Vocational Training Plan, for all eligible individuals to document their rehabilitation goal and the course of action for obtaining the stated goal. The development of the Individual Plan requires participation from the student and the parent and/or guardian (depending upon the student's age) with the CDR counselor. Appropriate school personnel (teachers, counselors, nurses, etc.) will be encouraged to participate in the development of the Written Plan.

3. Provide rehabilitation services as outlined on the Individual Written Plan.

    a. See the List of Service Responsibility for specific rehabilitation services.

4. In cooperation with appropriately involved school personnel (teachers, counselors, nurses, etc.), CDR personnel will provide coordination of continued training and/or placement services for eligible handicapped individuals who have completed an approved course of study and graduated from the public school program.

III. COLORADO DEPARTMENT OF EDUCATION (CDE)

A. The Colorado Department of Education will assure primary responsibility for assuring that each Administrative Unit will have an IEP written plan which specifies a continuum of curricular options and alternatives in career/vocational education for the handicapped.

B. CDE will develop guidelines and provide technical assistance to public education agencies to assure:

1. Special education students are being provided with an appropriate education including personal adjustment training, prevocational skills, and occupational exploration prior to being referred to vocational education.

2. When a secondary student has been staffed, placement of the handicapped person should consider the need for vocational education programs.

3. The Individual Educational Program (IEP) should include the vocational rehabilitation and vocational education personnel.

C. CDE will cooperate in providing in-service training and technical assistance to special educators making them aware of services available from the Division of Occupational Education and the Division of Rehabilitation.

D. CDE will encourage public agencies to include vocational education and vocational rehabilitation staff involved in the writing of the individual education program, whenever appropriate.

LIST OF SERVICE RESPONSIBILITY

It is not possible to predict all services that may be appropriate for the eligible handicapped. The cooperating state agencies have developed the "List of Service Responsibility" in an attempt to anticipate the more common activities/services that may be appropriate for such individuals.

The Colorado Division of Rehabilitation (CDR) cannot replace or duplicate services available through the other agencies; therefore, CDR primarily provides activities/services that take place in the community versus the school setting.

The activities/services listed below use the following symbols to delineate each state agency relationship.

0 = No agency involvement and/or responsibility
1 = Minimal involvement and/or responsibility (less than the other agency(s))
2 = Equal involvement and/or responsibility (Equal to the other agency(s))
3 = Maximum involvement and/or responsibility (more than the other agency(s))

ACTIVITIES	Colo. Dept. of Educ.			VOCATIONAL REHABILITATION			VOCATIONAL EDUCATION		
	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program
Find Activities:									
1. Public awareness (Child Find)	3	3	3	0	0	0	0	0	0
2. Professional awareness	3	2	1	0	2	3	0	0	0
3. Mass screening	3	3	3	0	0	0	0	0	0
4. Individual screening (Eligibility)	3	3	1	0	2	3	0	0	0
Cross Referral:									
Assessment Activities:									
1. Psychological	3	3	1	1	2	3	0	0	0
2. Social/home/peer	3	3	1	0	1	2	0	0	0
3. Educational	3	3	2	0	1	3	0	0	2
4. Speech & language	3	3	1	0	1	3	0	0	0
5. General medical examination	0	0	0	0	2	3	0	0	0
6. Specific medical examination to confirm diagnosis of handicapping conditions	3	3	1	0	2	3	0	0	0
7. Vocational Interest/aptitude	3	2	1	0	2	3	0	2	2
8. Work Evaluation[1]	0	2	1	0	2	3	0	0	0

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[1] Usually provided in private rehabilitation facilities to determine work potential or employability.

ACTIVITIES	Colo. Dept. of Educ.			VOCATIONAL REHABILITATION			VOCATIONAL EDUCATION		
	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program
Individual Education Program:									
An "Individual Written Vocational Training Plan" should be developed on a common form which integrates the vocational components of the IEP, TP, and the IWRP.	3	3	1	0	3	3	0	3	0
Services:									
Prevocational education	3	3	0	0	0	0	0	0	0
Occupational skills instruction (classroom and/or OJT)	0	2	0	0	2	3	0	3	3
Academic/vocational supporting instructions	0	2	1	0	2	3	0	2	3
Work activity center	3	2	0	0	2	3	0	0	0
Work Experience and Study activity	0	3	0	0	3	0	0	3	0
Counseling - academic adjustment	3	3	0	0	1	3	0	0	0
Counseling - personal adjustment	3	3	0	0	2	3	0	0	0
Counseling - vocational adjustment career	3	2	1	0	2	3	0	2	3
Mental therapy	0	0	0	0	0	0	0	0	0
Aids/devices, etc. - individually owned	0	0	0	0	2	3	0	0	0
Aids/devices, etc. - for learning and job training site accomodations	2	2	1	0	2	3	0	0	0
Interpreter & reader services - for personal use or home study	0	0	0	0	1	3	0	0	0
Interpreter & reader services - for learning and job training accommodations	2	2	1	0	2	3	0	3	3
Other related services, i.e., OT, PT, speech correction	3	3	0	0	1	2	0	0	0
Job development	0	2	1	0	2	3	0	2	3
Job Placement	0	2	1	0	2	3	0	2	3

ACTIVITIES	Colo. Dept. of Educ.			VOCATIONAL REHABILITATION			VOCATIONAL EDUCATION		
	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program
Post-employment services	0	0	0	0	2	3	0	0	0
Occupational services (tools, equipment, etc.) - individually owned	0	0	0	0	3	3	0	0	0
Family support services ex = social work	2	2	0	0	0	0	0	0	0
Transportation	3	3	0	0	1	3	0	0	0
Subsistence while in training	0	0	0	0	2	3	0	0	0
Architectural Barrier Removal:									
Home accommodations	0	0	0	0	2	2	0	0	0
Learning site accommodations	2	2	0	0	0	3	0	0	0
Job training site accommodations	0	0	0	0	2	3	0	0	0

The Colorado Division of Occupational Education; the Colorado Division of Rehabilitation; and the Colorado Department of Education jointly recognize and respect an individual's right to privacy as specified in state and federal legislation. To insure that right to privacy, all information exchanged among the three agencies will be in keeping with each agency's policy and procedures on confidential information. Specifically, the viewing and/or duplication of each agency's records, in whole or in part, by a representative(s) of the other cooperating agencies, shall be contingent upon a written release for such, signed by either the student and/or the student's parent or guardian.

It is agreed that the agencies shall endeavor to cooperatively develop an integrated information system which will respond to the management, planning and reporting needs of the three agencies.

It is further agreed that each state agency will assign at least one staff person who will be responsible for coordinating the development of the interagency program, for providing state leadership, rendering in-service training, developing in-service training materials, and providing technical assistance to public education agencies and rehabilitation personnel.

The Interagency Agreement will be reviewed at least annually.

COLORADO DIVISION OF OCCUPATIONAL EDUCATION

By: ______________________
Director of Occupational Education

Date: 1/14/82

COLORADO DIVISION OF REHABILITATION

By: ______________________
Director of Colorado Rehabilitation

Date: ______________________

COLORADO DEPARTMENT OF EDUCATION

By: ______________________
Commissioner of Education

Date: ______________________

SPEC 3 dm

INTERAGENCY AGREEMENT

DELAWARE

COOPERATIVE AGREEMENT
VOCATIONAL EDUCATION, SPECIAL EDUCATION, AND VOCATIONAL REHABILITATION SERVICES

Administrative Units:

Department of Public Instruction
Exceptional Children/Special Programs Division
Vocational Education Division
Department of Labor
Division of Vocational Rehabilitation

Date of Agreement: March, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

COOPERATIVE AGREEMENT
VOCATIONAL EDUCATION, SPECIAL EDUCATION AND VOCATIONAL REHABILITATION SERVICES

1. The public schools are responsible to assure that handicapped students who cannot complete a normal course of study will have access on an equal opportunity basis to vocational education. Special Education will support special education teachers, teacher consultants, and other ancillary personnel. Pre-vocational and personal adjustment will be the responsibility of the operating school district special education staff in conjunction with general education and vocational education teachers.

2. It is the policy of Vocational Education that special education students should have equal opportunity to access regular vocational education programs. Vocational Education funds may be used to support secondary special education students in adapted vocational education programs.

3. Handicapped students whose disability precludes graduation from the normal course of study must have access to a work adjustment program. The local school district will be responsible for work adjustment services. Vocational Rehabilitation will provide supportive services needed to help the handicapped students succeed in the work adjustment placement.

4. Vocational Rehabilitation is responsible for coordinating post-school training and placement of all young handicapped adults who have completed an approved course of study or who have terminated their course of study or who have graduated from a local school district special education program.

5. Vocational Rehabilitation will accept the responsibility for the provision of rehabilitation services to handicapped youth whose IEP cannot be designed to meet the vocational rehabilitation needs of the students, and for those handicapped students who have withdrawn from a local or intermediate program. When students are interested in returning to school Vocational Rehabilitation will confer with the school district of jurisdiction in an attempt to have structured within that district an educational or vocational training program that would lead to the completion of an approved course of study, with funding costs provided by the school district.

6. The public schools are responsible for the education and training of non-special education eligible students with a handicap or severe health problem. Where it is suspected that the handicap or health problem will cause an employment handicap, Vocational Rehabilitation will accept a referral (in the senior year or nine months prior to the termination of the educational plan) and help such students plan for post-school training and employment.

7. Vocational Rehabilitation will provide counselors, upon request from local education agencies, to assist in the development of individualized education programs (IEPs) for handicapped students.

8. Vocational Rehabilitation will provide local education agencies with diagnostic and evaluation services for those handicapped students who are in their senior year. If it is likely that the student will no longer profit from his educational experience, an alternate program will be considered and referral will be made to Vocational Rehabilitation at least six months prior to his termination, if at all possible.

9. Vocational Rehabilitation will assign counselors on a regional basis to local education agencies to assist in identifying work adjustment sites and employment sites for handicapped secondary school students and post-school handicapped youth and adults. Vocational Rehabilitation counselors will provide vocational rehabilitation services to handicapped students requiring assistance during their work adjustment programs in cooperation with local school district personnel as well as Vocational Rehabilitation Services to post-school handicapped youth who have not complete an approved course of study (dropouts).

10. Vocational Rehabilitation will provide all services stipulated above with an initial focus given the handicapped students in their senior year or who will terminate their educational plan within six (6) months, so that there is assurance that all such students receive timely services.

DEPARTMENT OF PUBLIC INSTRUCTION
SUPERINTENDENT (Dr. Kenneth Madden)

BY: Kenneth E. Madden

DATE: 3-5-79

EXCEPTIONAL CHILDREN/
SPECIAL PROGRAMS DIVISION
DIRECTOR (Dr. Carl Haltom)

BY: Carl M. Haltom

DATE: 3/5/79

VOCATIONAL EDUCATION DIVISION
DIRECTOR (Mr. Donald Dunkle)

BY: Donald E. Dunkle

DATE: 3-5-79

DEPARTMENT OF LABOR
SECRETARY (Mr. Donald Whiteley)

BY: D. Whiteley

DATE: 3-21-79

DIVISION OF VOCATIONAL
REHABILITATION
DIRECTOR (Mr. Ben Barker)

BY: Ben W. Barker

DATE: 3/19/79

CMH/lrg
2/26/79

INTERAGENCY AGREEMENT

DISTRICT OF COLUMBIA

GOVERNMENT OF THE DISTRICT OF COLUMBIA
A COOPERATIVE AGREEMENT BETWEEN THE DEPARTMENT OF HUMAN RESOURCES
SOCIAL REHABILITATION ADMINISTRATION BUREAU OF REHABILITATION SERVICES AND
THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Administrative Units:

Department of Human Resources
Bureau of Rehabilitative Services
District of Columbia Public Schools

Date of Agreement: November, 1978

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

GOVERNMENT OF THE DISTRICT OF COLUMBIA
A COOPERATIVE AGREEMENT BETWEEN
THE DEPARTMENT OF HUMAN RESOURCES
SOCIAL REHABILITATION ADMINISTRATION
BUREAU OF REHABILITATION SERVICES
AND
THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

I. INTRODUCTION

The Public Schools of the District of Columbia, hereinafter referred to as the Public Schools, and the District of Columbia Department of Human Resources, Social Rehabilitation Administration, Bureau of Rehabilitation Services, hereinafter referred to as the Bureau, are sensitive to the need for, and are mutually interested in and committed to, providing improved and coordinated education and rehabilitation services to handicapped students who meet the residency requirements of the respective agencies and who are receiving or entitled to a free appropriate public education.

The Public Schools of the District of Columbia and the Department of Human Resources recognize that they have certain common responsibilities as providers of human services for handicapped persons. The Public Schools, in this case, are concerned with the provision of educational and related services for each handicapped individual. The Vocational Rehabilitation agency is concerned with enabling handicapped individuals--particularly the severely disabled--to prepare for and engage in suitable employment.
Advances made through research and demonstration activities, both in the field of education and in vocational rehabilitation over the past several years, have proven that substantial numbers of young people who have handicapping conditions can acquire sufficient skills to make it possible for them to become productive, contributing members of society. The concerns of both agencies are clearly compatible. It is the belief of the two agencies that mutual agreement and cooperation will develop maximum utilization of the resources of each agency toward the provision of comprehensive education/rehabilitation services to eligible handicapped youth. Such cooperative efforts should enable these young people to adjust to the social and economic demands of the community in which they live, by becoming able to obtain suitable gainful employment through the combined integrated efforts of education and rehabilitation.

The existing Agreement of Cooperation between the agencies is herewith being revised to insure the continuation, improvement, and expansion of joint efforts.

II. NEED FOR AND NATURE OF THE AGREEMENT

The primary goal of a cooperative program such as described herein is to prepare handicapped youths both academically and vocationally to realize their fullest potential. In the absence of adequate cooperative programming between concerned agencies, there is little to hold the interest of these young people. This, no doubt, contributes to the large numbers of handicapped dropouts at the secondary school level. Because of the lack of cooperative efforts between agencies, many of these young people experience further frustration and defeat; become even less motivated; acquire poor work habits; become involved with law enforcement agencies; and/or become dependent on welfare for support. Under these conditions, the probability of successful rehabilitation and education is considerably lessened.

Moreover, the services required for successful rehabilitation multiply and stretch over long periods of time. These factors then make the cost of rehabilitation services nearly prohibitive.

Public Schools in the District of Columbia are charged by law with the responsibility of educating children including those who are disabled. Vocational rehabilitation is a service established in the Department of Human Resources, Social Rehabilitation Administration, Bureau of Rehabilitation Services, with assistance from the Federal Government, to aid individuals with physical and/or mental impairments so that they can best utilize their skills and abilities. Services provided include evaluation; counseling and guidance; physical and/or mental restoration; training; selective job placement and follow-up.

Since neither Public Schools nor the Bureau has complete resources requisite to an adequate program for disabled and handicapped youths, a comprehensive program must be developed and maintained which is designed to better bridge any gaps between school and employment. Education and rehabilitation must go hand-in-hand. An effective cooperative program of education/rehabilitation will reduce costs to the District's economy by placing individuals into the productive labor market. It will also reduce the stigma and social prejudice that affects not only the individual directly concerned but his family as well. The population to be served in cooperative Bureau of Rehabilitation Services-Public Schools programs is comprised of secondary school-aged youths (14 years or older) who have physical and/or mental disabilities as described above and as defined in Public Law 93-112, and Public Law 94-142. The effective implementation of this joint agreement will provide means to continue determining the need for and specifying joint delivery of services; insuring a smooth transition for a handicapped individual from the school system to the rehabilitation program; and providing a means for early consultation and joint planning with the individual and his family.

III. ADMINISTRATIVE RELATIONSHIPS

The cooperative programs established up in selected Public Schools and Bureau facilities will be an identifiable vocational rehabilitation/education service. Administratively it will be located in the Bureau's Division of Services to the Handicapped and Disabled and in the Public Schools' Office of Educational Programs and Services.

All decision affecting the eligibility of clients for vocational rehabilitation services, the determination of rehabilitation potential, and the nature and scope of vocational rehabilitation services to be provided will be made by the vocational rehabilitation agency. Individualized Written Rehabilitation Programs (IWRP's) and extended evaluation plans for handicapped clients will be approved by the Bureau. These responsibilities will not be delegated to any other agency.

All decisions affecting eligibility of students for special education and/or career development services will be made by the appropriate public agency. Individualized Education Programs (IEP's) for identified handicapped students will be developed by each agency and monitored by the State Educational Agency. The State Educational Agency (SEA) for the purposes of implementation of regulations promulgated pursuant to P.L. 94-142, which includes insuring that each handicapped child has an IEP, is the Board of Education of the District of Columbia. Career development plans for handicapped students will be developed and initiated by the Division of Career Development Programs and the Division of Special Education.

Representatives of each agency will be designated to serve as members of a joint steering committee to continue to collaborate in cooperative efforts and to establish controls and procedures that will effect satisfactory execution of this Agreement. The representatives to the Joint Steering Committee from the Public Schools will be the Interagency Coordinator from the Division of Special Education and the Assistant for Program Development and Supervision from the Division of Career Development. The representative to the joint Steering Committee from the Bureau will be the Chief, Bureau of Rehabilitation Services, or his/her designee. The Joint Steering Committee will continually monitor and evaluate procedures and working relationships and will prescribe such actions as will result in accomplishing the foregoing objectives.

Each of the concerned agencies will designate personnel who will serve as Coordinators for the Bureau's Direct Client Services and Vocational Support Services; and the Public Schools' Divisions of Special Education and Career Development Programs.

The needs of handicapped youth will be met to a greater extent when there is mutual understanding by the personnel of both agencies of the written agreement, facilities, resources procedures, projects to be undertaken and programs encountered. This will be accomplished through joint training and staff conferences, mutually arranged, for exchanging information concerning functions and responsibilities of personnel. The responsibility for scheduling such staff training and conferences will be vested in the Coordinators.

The cooperative program will be evaluated through a series of periodic reports by both parties which will reflect referral rate, case movement, and establishment of new patterns of services, as well as other pertinent aspects of the program.

IV. FUNCTIONS OF OPERATING PERSONNEL

As mentioned in Section III, Coordinators will be designated by each agency.

A. Coordinating Personnel

1. Bureau of Rehabilitation Services

a. Coordinator for Direct Client Services

(1) Assures the provision of VR services to handicapped students over the age of 15.5 years.

(2) Assures coverage by counselors to all school programs enrolling potentially eligible students.

(3) Directs the assignment of referrals to appropriate supervisors.

(4) Develops reporting system for tracking students through respective programs.

(5) Maintains records for reporting purposes.

(6) Provides technical assistance regarding available resources and procedures for referred students/clients.

(7) Monitors all processes.

(8) Plans joint training with Divisions of Special Education and Career Development Programs.

b. Coordinator for Vocational Support Services

(1) Provides technical assistance to the administration and staff of selected schools for the purpose of planning and developing a systematic program of prevocational evaluation for the handicapped children served by those schools.

(2) Identifies available vocational support resources; develops new resources as indicated.

(3) Assists in planning training activities for school staff in the areas of vocational exploration and exposure and vocational evaluation.

(4) Develops and implements a system which insures that all prevocational information is included in the student's records.

(5) Makes recommendations regarding the use of special aids which would be helpful to students in their education and rehabilitation.

(6) Identifies other sources of program information; asssists in research, pilot programs and in the development of special grant proposals.

(7) Plans joint training with Divisions of Special Education and Career Development Programs.

2. Division of Special Education

a. Coordinator for Career Development and Vocational Rehabilitation Services

(1) Facilitates all referrals to the Bureau and Division of Career Development Programs.

(2) Arranges space for Bureau personnel using Public Schools' facilities.

(3) Maintains records of referrals according to designated system to be used by both agencies.

(4) Plans joint training with the Bureau and Division of Career Development Programs.

(5) Provides and facilitates technical assistance with liaison persons in the schools.

3. Division of Career Development Programs

a. Coordinator for Special Education and Bureau Services

(1) Facilitates placement of students in Division of Career Development Programs.

(2) Facilitates referrals to the Bureau and Division of Special Education.

(3) Maintains and disseminates information on available programs and services.

(4) Arranges evaluations through the Career Assessment Centers.

(5) Secures the technical assistance of Bureau personnel as needed.

(6) Maintains records of available openings and referrals.

(7) Reviews with Division of Special Education and the Bureau vocationally related abilities and liabilities of students and their career training needs.

B. Direct Student/Client Service Personnel

In addition to the Joint Steering Committee and Agency Coordinators, there are personnel who provide direct services to students/clients.

1. Bureau of Rehabilitation Services

a. Vocational Rehabilitation Counselor

(1) Conducts vocational appraisal and screening conferences with individual students referred for Bureau services.

(2) Determines eligibility for vocational rehabilitation services.

(3) Develops IWRP's and arranges for needed services.

(4) Provides and arranges for job placement and follow-up.

(5) Prepares and maintains individual case records and reports to encourage parent acceptance of and involvement in the program.

2. Public Schools

a. Liaison Person in State School Regions

(1) Maintains ongoing communication with Division of Special Education Coordinator.

(2) Develops processes, procedures, and activities to implement mutually agreed upon components of students' education/rehabilitation programs.

(3) Arranges space for Bureau personnel.

(4) Schedules students or staff to meet with BRS personnel.

(5) Maintains joint record with Bureau staff.

(6) Orients school staff to cooperative agreement.

(7) Arranges schedules and transportation as needed.

(8) Participates in evaluation, monitoring and revision of students' programs as needed.

(9) Arranges and/or participates in, mutual conferences to discuss career related aspects of each student's Individualized Education Program (IEP).

(10) Attends local and regional meetings related to services for the handicapped.

(11) Furnishes general assistance to Bureau staff as needed.

(12) Makes appropriate referrals to Division of Special Education Coordinator.

b. Career Development Counselor

(1) Provides vocational guidance and counseling in career exploration.

(2) Arranges vocational preparation activities.

(3) Arranges part-time and permanent placements into the comprehensive high schools and/or career development centers.

(4) Participates in development of pre-vocational and vocational goals.

(5) Maintains ongoing communication with, and makes referrals to the Division of Career Development Programs Coordinator.

V. REFERRAL/APPLICATION PROCEDURES

Upon disposition of the referral, notification will be made to the referral source.

A. Referrals from Public Schools to the Bureau

NOTE: All referrals will be made directly to the Bureau Coordinator for Direct Client Services in the following manner:

1. Regional Level

   Handicapped students enrolled in regional programs may be referred by the Regional Associate Director for the Handicapped, Principals of schools or designee.

2. State Special Education Program

   Referrals to come from principal or designee.

3. State Supported Schools (handicapped students receiving tuition grants)

   Referrals to come from Principal or designee.

B. Referrals from the Bureau to Public Schools

1. Clients who are under 21 and who may be elgible for Special Education but are not presently enrolled.

   Referrals should be made through the Bureau Coordinator for Direct Client Services to the Placement Office in the Public Schools' Division of Special Education.

2. Clients who are under 21 and who may be appropriately placed in a program under the Division of Career Development Programs for Direct Client Services, are to be referred by the Bureau Coordinator to the Division of Career Development Programs Coordinator.

VI. ELIGIBILITY FOR DIRECT SERVICES

A. Bureau of Rehabilitation Services

1. There exists a physical or mental disability which for the individual constitutes or results in a substantial handicap to employment.

2. There exists a reasonable expectation that vocational rehabilitation services will benefit the individual in terms of employability.

   Determination of Extent of Disability. The determination of eligibility is made after a preliminary diagnostic study has been completed. As a minimum, the diagnostic study must include a recent general physical examination and a specialty examination pertinent to the individual's disability or disabilities.

The disability must result in a handicap to employment in order for the individual to be eligible for services. An employment handicap exists when an impairment substantially interferes with opportunity for suitable employment, causes loss of employment or necessitates modification in securing employment or in performing job duties. In order to establish a substantial handicap, specific ways in which the individual's limitation restricts his ability to secure or maintain normally available employment in keeping with his abilities, educational background, vocational interests and experience must be shown. The diagnostic study also must show that the individual can become employable if provided vocational rehabilitation services. Employability refers to a determination that the provision of vocational rehabilitation services will enable an individual to enter or retain employment consistent with his/her capabilities and abilities. This employment may be in the competitive labor market, the practice of a profession, self employment, homemaking, farm or family work (including work for which payment is in kind rather than in cash), sheltered, or homebound employment.

B. Division of Special Education

1. Special Education programs are available for all identified handicapped students four through eighteen years of age as of September 1978, and for handicapped students four through twenty-one years by September 1980.
2. Procedures for identification include a referral from the local school to Pupil Personnel Services. Following a comprehensive assessment, a Child Study Team constituted for each student, determines whether the student is eligible to receive special education and related services according to the criteria established. Parental involvement and approval are required.

C. Division of Career Development

Admission to the Career Development Centers is open to all students in public, private or parochial schools. Every student who expresses an interest in a vocational career is accepted on a space available basis.

Programs within the Division of Career Development are open to grades 7 through 12 and adults, including in and out of school youths and adults.

VII. SERVICE PROVISIONS

In order to obtain maximum use of all vocationally related resources available to District of Columbia handicapped students, there will be an integrated netwrok to assure delivery of services and utilization of resources in an effective manner.

A. Bureau of Rehabilitation Services

The Bureau of Rehabilitation Services has available the following services for eligible handicapped persons.

1. Evaluation of rehabilitation potential, (i.e., medical, vocational, social, and educational) and determination of eligibility for vocational rehabilitation services.

2. Counseling and guidance, including personal adjustment counseling, in order to maintain a counseling relationship throughout a handicapped individual's program of service and referrals to secure services from other agencies.

3. Physical and therapeutic services.

4. Vocational training and other training services of a prevocational, personal, and vocational adjustment nature, including work experiences, books, tools, and other materials related to training.

5. Maintenance, not exceeding the estimated cost of subsistence, necessary to derive full benefits of other vocational rehabilitation services.

6. Transportation in connection with the rendering of any vocational rehabilitation services.

7. Services to members of handicapped individual's family when such services are necessary to the adjustment or rehabilitation of the client.

8. Telecommunications, sensory and other technological aids and devices.

9. Recruitment and training services to provide new employment opportunities in the fields of rehabilitation, health, welfare, public safety, law enforcement and other appropriate public services employment.

10. Placement in suitable employment.

11. Post-employment and "follow along" services necessary to assist handicapped individuals maintain their employment.

12. Other vocational rehabilitation services as indicated.

B. Public Schools

- A course of study in the basic academic requirements for certification and/or diploma;

- Group measurement studies for guidance, instructional and curriculum adjustment purposes;

- Psychological testing services.

- Individualized curricula and programs to assist students in meeting the requirements for graduation.

1. Division of Career Development Programs

Career Development services provided to handicapped persons are:

a. Vocational education and specific job preparation provided in the Career Centers each of which concentrates on development of skills in specific occupational areas.

b. Industrial arts education and consumer and homemaking education provided in comprehensive junior and senior high schools.

c. Interdisciplinary Cooperative Education Programs in which arrangements between schools and employers are established to provide students with vocational and academic instruction through part-time employment and classroom instruction.

d. Placement services for studetns who have successfully completed career education programs.

e. Career planning, guidance, and counseling services while in school.

f. Follow-up services for students who have completed or left vocational education programs.

g. Curriculum development and modification activities required to enable the handicapped students to participate in career development programs with non-handicapped students.

h. Modification of vocational education equipment to enable handicapped students to develop skills which will lead to gainful employment.

i. Academic courses required for graduation.

j. Special programs such as "Widening Horizons".

k. The Career Assessment Center is designed to provide an individualized vocational interest and abilities assessment for students including the diadvantaged and handicapped populations. Components include: psychometric testing. work sampling, behavioral observations, career counseling, personal guidance, career resources laboratory, and referral services.

2. Division of Special Education

The following special education services are provided:

a. Basic academic and social skills development activities to provide handicapped students with adaptability skills needed for socioeconomic integration into society.

b. Career awareness activities directed toward familiarizing the handicapped students with the various available types of employment.

c. Career exploration activities in which handicapped students begin to sample and engage in experiences related to specific careers.

d. Pre-vocational activities to provide handicapped students "hands-on" experiences in the development of basic occupational skills.

e. Specific skill(s) development such as braille and mobility training for the blind; sign language and lip reading for the hearing impaired; and physical and occupational therapy for the orthopedically impaired.

f. Job development training including experience and training in the community.

g. Job seeking, job getting, and job holding skills development activities that give a student the opportunity to develop and practice such skills in real and/or simulated situations.

h. Sheltered workshop experiences.

i. Work study programs.

j. Staff development activities that provide vocational education and special education teachers with special competencies for preparing handicapped students to enter the world of work.

VIII. FINANCIAL RESPONSIBILITIES

Financing of this cooperative program will be under the provisions of the District of Columbia State Plans for the participating agencies. Joint budget planning will ensure tha maintenance of services and personnel to carry out the agreement. Each agency will seek additional Federal funds go further expand the delivery of services.

IX. PUBLIC INFORMATION RESPONSIBILITIES

In order for any service offered through a continuum involving several agencies to be most effective and beneficial, a coordinated effort of providing information to providers, consumers and advocates is essential. By adequately identifying the population requiring the information and designing appropriate methods for dissemination of the information, it can be assumed that those persons requiring services will be reached and ultimately served.

A. Inter-Agency Public Relations Committee

The responsibility for dissemination of information to the community-at-large will be shared by all agencies participating in the cooperative agreement. Each agency will designate one person to serve on an Inter-Agency Public Relations Committee that will determine the scope and activities for disseminating information not only to the public but throughout the service agencies as well.

The interagency committee will identify the following:

1. The content of information to be disseminated;
2. Information each agency is currently disseminating;
3. Methods of dissemination currently in use by each agency;
4. Population to receive the information;
5. Appropriate methods to be employed in order to effectively reach the defined population;
6. How/where/by whom materials will be printed and published;
7. Distribution within each agency and for the public-at-large;
8. A system for monitoring the effectiveness of the public information activities.

B. Public Information Program

The interagency committee will conduct activities/formats for a public information program which will include the following:

1. Parent/consumer handbook listing continuum of services available for handicapped individuals.
2. Flyer or poster campaign to advertise availability of services.

3. Radio and television spots advertising availability of services.

4. Information published in local and departmental newsletters, pamphlets and newspapers.

5. Staff training programs conducted for appropriate personnel in all public and private agencies involved to assure continuity of information.

6. Participation in special events conducted during the year (i.e., Exceptional Children's Week, Mental Health Fair, Special Olympics, Special Arts Fair).

7. Participation in forums such as Town Meetings, National Employ the Handicapped Week, Advisory Neighborhood Council Meetings, and Ward activities and meetings.

X. REPORTING

The Department of Human Resources, Social Rehabilitation Administration, Bureau of Rehabilitation Services, and Public Schools of the District of Columbia, Office of Educational Programs and Services will exchange reports on program accomplishments on a quarterly basis. This will include a computer printout which lists all mutual clients served in the cooperative program, giving the name, age, disability and status of each. The Bureau will share the computer data through the coordinators assigned from each agency.

XI. NONDISCRIMINATION

All services under the cooperative agreement are provided on a nondiscriminatory basis without regard to race, color, sex, creed or national origin, as per the Civil Rights Act of 1964, as amended. Pursuant to Title V of Public Law 93-112, no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits or, or otherwise be subjected to discrimination under this agreement. Additionally, it shall be the policy of the Public Schools of the District of Columbia and the Department of Human Resources to fully comply with the requirements of Title IX of the 1972 Education Amendments, and Title 34 of the D.C. Rules and Regulations (Human Rights Law).

XII. PROCEDURAL SAFEGUARDS

The agencies participating in the cooperative agreement will observe such regulations, standards and procedures as are necessary to meet the requirements on safeguarding confidential information in: Title 45 Code of Federal Regulations, Section 1361.47 pertaining to Public Law 93-112 (Rehabilitation Act of 1973); Title 45 Code of Federal Regulations, Section 121a.29 pertaining to Public Law 94-142 (Education for all Handicapped Children Act of 1975); Public Law 93-380 (Education Amendments of 1974); Board of Education Rules, Chaptes IV, Secion 440-445 (Access to Students Records); District of Columbia Law 1-96 (Freedom of Information Act of 1976), dated March 31, 1977; and Mayor's Memorandum No. 77-175 District of Columbia Freedom of Information Act), dated October 23, 1977.

Each handicapped individual served, or as appropriate, his parent, guardian or other representative, will be informed of his rights and the means by which he may express and seek remedy for any dissatisfaction including the opportunity for an administrative review and fair hearing, in accordance with the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975.

XIII. LEGAL AUTHORITY

The legal basis for the vocational rehabilitation program in the District of Columbia is found in Public Law 93-112, the Rehabilitation Act of 1973, as amended; Order No. 54-2310 of the Board of Commissioners of the District of Columbia, dated October 28, 1954, as amended; Commissioner's Order No. 70-83, dated March 6, 1970; Commissioner's Order No. 73-142, dated June 15, 1973; and all applicable appropriate acts.

The legal basis for education of the handicapped in the District of Columbia is found in Public Law 94-142, the Education for All Handicapped Children Act; Title V of Public Law 93-112; Chapter 4 Rules of the Board of Education for the Distrcit of Columbia, Sections 450-457; Plan for Education of the Handicapped approved December 7, 1977, by Joseph C. Waddy, U.S. District Judge, District of Columbia; and Mayor's Order 77-161; dated September 30, 1977.

XIV. STATEMENT OF THE DURATION AND PERIODIC REVISION OF THE AGREEMENT

All provisions of this agreement shall become effective immediately upon signature of the persons named below. It is to be reviewed annually, and may be revised or amended by mutual consent.

APPROVED BY:

DEPARTMENT OF HUMAN RESOURCES

11-27-78

DIRECTOR

PUBLIC SCHOOLS OF THE
DISTRICT OF COLUMBIA

SUPERINTENDENT OF SCHOOLS

AGREEMENT BETWEEN THE
DIVISION OF SPECIAL EDUCATION AND
THE DIVISION OF CAREER DEVELOPMENT PROGRAMS
TO SERVE STUDENTS WITH
HANDICAPPING CONDITIONS

It is hereby agreed that the Division of Career Development Programs and the Division of Special Education will jointly conduct programs and provide services for students with handicapping conditions. These programs and services will comply with the provisions of P.L. 94-142 which mandates that an Individual Education Program (IEP) be developed for each student with a handicapping condition. The programs and services will also comply with the provisions of P.L. 94-482.

Wherever possible students will be served in the least restricted environment.

February 27, 1979
Date

Assistant Superintendent
Division of Special Education

Date

Assistant Superintendent
Division of Career Development Pro

INTERAGENCY AGREEMENT

FLORIDA

COOPERATIVE ARRANGEMENTS BETWEEN THE BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS, DIVISION OF PUBLIC SCHOOLS, AND THE DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION

Administrative Units:

Division of Public Schools, Bureau of Education for Exceptional Students
Division of Vocational Education
Department of Health and Rehabilitative Services
Program Office of Vocational Rehabilitation

Date of Agreement: June, 1977

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

COOPERATIVE ARRANGEMENTS BETWEEN THE BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS, DIVISION OF PUBLIC SCHOOLS, AND THE DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION

Section 102(a) of Public Law 94-482, "Education Amendments of 1976," require that the state shall expend at least 10% of the allotment under Section 102(a) of the act for Vocational Education for Handicapped Persons. The State shall use these funds to the maximum extent possible to assist handicapped persons to participate in regular vocational education programs.

Section 197(7); Section 602(1) of the Education of Handicapped Act, 20 U.S.C. 2461; 20U.S.C. 4001 states that "handicapped" means:

(a) A person who is: (1) mentally retarded; (2) hard of hearing; (3) deaf; (4) speech impaired; (5) visually handicapped; (6) seriously emotionally disturbed; (7) crippled (orthopedically impaired); or (8) other health impaired person, including a person who suffers from learning disabilities to the extent the disability is a health impairment; and

(b) who, by reason of the above: (1) requires special education and related servcies; (2) cannot succeeed in the regular vocational education program without special educational assistance; and (3) requires a modified vocational educational program.

The Division of Vocational Education and the Division of Public Schools, through the Bureau of Education for Exceptional Students, will cooperate in the following manner in providing vocational education for handicapped public school youth:

1. Local vocational education representatives, exceptional students programs, and vocational rehabilitation representatives will jointly recommend to the chief administrative official of a local educational agency the handicapped youth to participate in the vocational education program.

2. Representatives of vocational education,exceptional student programs, and vocational rehabilitation at the local level will serve on the local placement committee for recommending serving handicapped students through vocational education programs, consistent with available facilities and the interests, needs, and handicapping limitations of the students.

3. Vocational instruction will be conducted by a certified vocational education teacher.

Appropriate state staff representatives will work together in:

1. Offering consultative services, upon request, to local educational agencies in organizing appropriate vocational education learning experiences for handicapped youth in regular vocational education programs.

2. Offering consultative services, upon request, to local education agencies in establishing and operating special vocational education programs for handicapped youth.

3. Assisting local educational agencies in planning and establishing experimental programs to improve vocational education programs and instruction for handicapped youth.

4. Planning and conducting in-service teacher training programs and activities to improve the instructional competencies of vocational education personnel in working with handicapped youth.

5. Working with teacher education institutions in developing pre-service programs and activities to develop specialized competencies needed by vocational teachers in working with handicapped youth.

6. Reviewing projects requesting federal funds for vocational education programs, services, and activities for handicapped youth.

Joe Mills

Director, Division of Vocational Education

June 6, 1977

Date

Director, Division of Public Schools

June 6, 1977

Date

AGREEMENT BETWEEN THE PROGRAM OFFICE OF VOCATIONAL REHABILITATION, DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES, AND THE DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION

Section 102(a) of Public Law 94-482, "Education Amendments of 1976," requires that the state shall expend at least 10% of the allotment under Section 102(a) of the act for Vocational Education for Handicapped Persons. The State shall use these funds to the maximum extent possible to assist handicapped persons to participate in regular vocational education programs.

Section 197(7); Section 602(1) of the Education of Handicapped Act, 20 U.S.C. 2461; 20 U.S.C. 4001 states that "handicapped" means:

(a) A person who is: (1) mentally retarded; (2) hard of hearing; (3) deaf; (4) speech impaired; (5) visually handicapped; (6) seriously emotionally disturbed; (7) crippled (orthopedically impaired); or (8) other health impaired person, including a person who suffers from learning disabilities to the extent the disability is a health impairment; and

(b) who, by reason of the above: (1) requires special education and related services; (2) cannot succeed in the regular vocational education program without special educational assistance; and (3) requires a modified vocational education program.

The purpose of this agreement is to enable the program office of Vocational Rehabilitation, Department of Health and Rehabilitative Services; the Division of Vocational Education, Department of Education; and the Bureau of Education for Exceptional Students, Division of Public Schools, Department of Education, to extend the resources available to them for serving handicapped persons so that as many as possible of the handicapped will receive vocational instruction and related supportive services designed to make them employable and to promote satisfactory job adjustment.

To accomplish the purposes of the agreement, a State Council for the Education and Rehabilitation of the Handicapped is established consisting of representatives of the Division of Vocational Education; the Bureau of Education for Exceptional Students, Division of Public Schools, Department of Education; and the program office of Vocational Rehabilitation, Department of Health and Rehabilitative Services. The State Council will have coordinative and developmental responsibilities such as the following:

1. Assume leadership in establishing local Councils for the Education and Rehabilitation of the Handicapped in local education agencies consisting of representatives of vocational education, vocational rehabilitation, and exceptional student education, to review and make recommendations on proposals, projects, and programs to develop proposals and plans and coordinate projects and programs to meet the vocational and special educational needs of handicapped persons supported by appropriate rehabilitative services.

2. Coordinate the planning and funding support of programs and projects developed by local educational agencies to meet the needs of handicapped persons and supported with federal and state funds accruing to the Division of Vocational Education and the Bureau of Education for Exceptional Students respectively, and, in the case of the program office of Vocational Rehabilitation, federal, state, and local funds accruing to that Division.

3. Cooordinate the planning and funding support of programs for the handicapped developed by state institutions and private, nonprofit, nonsectarian institutions and agencies and supported with federal and state funds accruing to the Division of Vocational Education and the Bureau of Education for Exceptional Students respectively, and, in the case of the program office of Vocational Rehabilitation, federal, state, and local funds accruing to the Division.

4. Develop guidelines in conjunction with local Councils for the Education and Rehabilitation of the Handicapped to coordinate the planning of local educational agencies in meeting the needs of handicapped persons, utilizing the combined resources of the Division of Vocational Education, the program office of Vocational Rehabilitation, and the Bureau of Education for Exceptional Students.

5. Develop guidelines and procedures in conjuntion with the local Council for the Education and Rehabilitation of the Handicapped for evaluating programs designed to meet the needs of handicapped persons.

6. Encourage and promote the development of new techniques in the vocational education, exceptional student education, and vocational rehabilitation of the handicapped.

7. Explore the possibility of serving vocational education needs of handicapped persons in private nonprofit facilities.

8. Develop guidelines for work evaluation and personal adjustment services in public schools and in public and private nonprofit facilities.

9. Review and make recommendations on proposals, projects, and programs developed by local education agencies for which federal funding support is requested to meet the needs of handicapped persons, provided that such proposals, projects, and programs will have first been reviewed and had recommendations made on them by a local Council for the Education and Rehabilitation of the Handicapped. Final approval of projects for the handicapped supported with federal vocational education funds will be made by the Director of the Division of Vocational Education.

In carrying out its function, the State Council will establish a regular meeting schedule, and specific personnel from agencies involved will be assigned to assist it in discharging its responsibilities.

AGREEMENT BETWEEN THE PROGRAM OFFICE OF VOCATIONAL REHABILITATION, DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES, AND THE DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF EDUCATION

Commissioner of Education (Date)
5/25/77

William J Page Jr 5/25/77
Secretary, Department of (Date)
Health & Rehabilitative Services

Mills 5/25/77
Director, Division of (Date)
Vocational Education

J H Hutchison 5/20/77
Director, Program Office (Date)
of Vocational Rehabilitation,
Department of Health & Rehabilitative Services

INTERAGENCY AGREEMENT

GEORGIA

STATE AGREEMENT BETWEEN THE
GEORGIA DEPARTMENT OF HUMAN RESOURCES, DIVISION OF VOCATIONAL REHABILITATION
AND THE GEORGIA DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL PROGRAMS
AND THE OFFICE OF VOCATIONAL EDUCATION

Administrative Units:

Department of Human Resources
Division of Vocational Rehabilitation
Department of Education
Division of Special Programs
Office of Vocational Education

Date of Agreement: March, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

1776

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF THE STATE SUPERINTENDENT OF SCHOOLS
STATE OFFICE BUILDING
ATLANTA 30334

CHARLES McDANIEL
State Superintendent of Schools

March 26, 1979

MEMORANDUM

TO: System Superintendents

FROM: Charles McDaniel Charles McDaniel
State Superintendent of Schools

Douglas Skelton, M.D. Douglas Skelton
Commissioner of Human Resources

Joe Edwards J. E.
Director, Division of Vocational Rehabilitation

The Department of Human Resources, Division of Vocational Rehabilitation and the Department of Education, Office of Vocational Education, and Division of Special Programs are working cooperatively to coordinate vocational services to handicapped individuals. The interagency agreement which is attached has been developed to guide us in the coordination of these services.

It is our sincere hope that this agreement delineates responsibility while recognizing the practical solutions which must be resolved in serving our citizens. We solicit your complete support in implementing not only the letter but the spirit of this agreement. Further, we solicit your advice and counsel.

CM/DS/JE/ld

Attachment

cc: Distribution A and B
Dr. Art Bilyeu
Special Education Directors
Vocational Education Directors
Vocational Rehabilitation District Directors

STATE AGREEMENT BETWEEN THE GEORGIA DEPARTMENT OF HUMAN RESOURCES, DIVISION OF VOCATIONAL REHABILITATION AND THE GEORGIA DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL PROGRAMS AND THE OFFICE OF VOCATIONAL EDUCATION

This document is the Cooperative Agreement between the Georgia Department of Education, Division of Special Programs, and the Office of Vocational Education and the Georgia Department of Human Resources, Division of Vocational Rehabilitation. Its purpose is a basic commitment on behalf of the State agencies to provide comprehensive vocational services for handicapped individuals by:

a. assuming primary responsibility for assisting local education agencies in the development and implementation of vocational programs and services to serve handicapped persons;

b. assuring that handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 (P.L. 93-112), receive all appropriate services for which they are eligible; and

c. assuring that the rights of handicapped persons are protected in compliance with Section 504 of the Rehabilitation Act of 1973.

This agreement covers cooperative action to be taken by the parties regarding the identification, evaluation, and vocational training of handicapped students in Georgia. It states that:

1. The Division of Vocational Rehabilitation shall:

   a. accept primary responsibility for the identification, evaluation, and provision of vocational rehabilitation services to the handicapped students of Georgia.

   b. accept from Vocational Education and/or Special Education all referrals of handicapped students who are 16 years of age or older or who are at the 10th grade level and provide expeditious screening in order to determine their eligibility for vocational rehabilitation services;

   c. develop in concert with appropriate Special Education and/or Vocational Education staff an Individualized Written Rehabilitation Program (IWRP) for each student determined to be eligible.

   d. provide vocational rehabilitation services as specified in the Vocational Rehabilitation Rules and Regulations and requirements and conditions reflected in the state plan; and

   e. comply with the Similar Benefits provisions as set forth in both Federal and State rules and regulations.

2. The Office of Vocational Education shall:

   a. refer identified handicapped students for vocational rehabilitation services as appropriate;

   b. accept for vocational training those students/clients referred by Vocational Rehabilitation and Special Education as funding and space limitations will allow and comply with requirements and conditions as set forth in the state plan;

   c. participate in the development of an Individualized Education Program (IEP) and an Individualized Written Rehabilitation Program (IWRP) for each handicapped student/client in accordance with guidelines established by pertinent agencies;

   d. participate in planned conjoint in-service and staff development training with Vocational Rehabilitation and Special Education staff.

3. Division of Special Programs shall:

   a. provide technical assistance to local education agencies to assure:

      (1) handicapped students have been offered prerequisite personal adjustments and prevocational skills prior to being referred to Vocational Education.

      (2) placement of handicapped students in Vocational Education programs is based on Individualized Education Programs (IEP) as specified in the Program for Exceptional Children, Regulations and Procedures, October 1978, and requirements and conditions reflected in the state plan.

   b. recommend that local education agencies involve Vocational Education and Vocational Rehabilitation staff in the writing of the individualized education programs for handicapped secondary students;

   c. assure that local education agencies are aware of services available from Vocational Rehabilitation and the requirements for eligibility for such services.

4. It is agreed that the exchange of confidential student/client information between the agencies included in this agreement shall be in compliance with the Family Rights and Privacy Act of 1974 (P.L. 93-380, Section 438) and other rules and regulations adopted by said agencies.

5. It is further agreed that a representative from each State agency shall be responsible for coordinating the development of the interagency program and for providing technical assistance to local education agencies and rehabilitation agencies.

6. It is agreed that the agencies shall jointly develop and issue interagency guidelines to local education agencies and rehabilitation agencies specifying types of services that will be available from each agency.

7. It is agreed that this agreement shall be jointly reviewed at least annually and updated according to any changes in Federal or State regulations.

Charles McDaniel March 20, 1979

Charles McDaniel Date
State Superintendent of Schools

W Douglas Skelton, M.D. 3/21/79

W. Douglas Skelton, M.D. Date
Commissioner of Human Resources

Joe Edwards 3-21-79

Joe Edwards Date
Director, Division of Vocational
Rehabilitation

6/28/79

MEMORANDUM

TO: System Superintendents

FROM: Joe Edwards
Allan Gurley
Ed Word

SUBJECT: Guidelines to Accompany State Cooperative Agreement between Department of Education, Division of Special Programs and Office of Vocational Education and Department of Human Resources, Division of Vocational Rehabilitation.

The Signing of the State Cooperative Agreement on March 26, 1979 with the Division of Vocational Rehabilitation provides that all local education agencies automatically have Vocational Rehabilitation Services available to them. Sequential program plans no longer need to be filed in the Program for Exceptional Children office and individual State Agreements no longer are required. It is the responsibility of each LEA that wishes to utilize Vocational Rehabilitation Services to contact their local Vocational Rehabilitation district director. A local cooperative agreement should be developed with the involvement of local special education and vocational education staff and Vocational Rehabilitation personnel. The following issues are of concern and can be addressed in the local agreement:

1. Joint development of Individual Work Rehabilitation Plan (IWRP) and Individualized Education Plan (IEP)
2. Provisions for awarding diplomas upon completion of cooperatively planned programs
3. Provisions for expanding Vocational Rehabilitation assistance to all eligible areas of handicapped (i.e. not only educable mentally retarded)
4. Provision for release time for teachers involved in supervision of working students.

Attached is a chart delineating the responsibilities of each division to aid you in the development of your local agreement. Addditional support can be obtained by contacting Mary J. Pitts, Coordinator Cooperative School Program. Division of Vocational Rehabilitation, Department of Human Resources, 603 State Office Building, Atlanta, Georgia 30334 (404)656-2480, Kathleen G. Ballew, Consultant, Mental Retardation, Division of Special Programs, State Department of Education, State Office Building, Atlanta, Georgia 30334 (404)656-2425 or Ray Martin, Office of Vocational Education, State Department of Education, State Office Building, Atlanta, Georgia 30334 (404)656-2566.

KGB:np

INTERAGENCY AGREEMENT

IDAHO

INTERAGENCY PLANNING

SPECIAL EDUCATION AND RELATED SERVICES FOR IDAHO'S HANDICAPPED/EXCEPTIONAL STUDENTS

Administrative Units:

State Department of Education
State Division of Vocational Rehabilitation
State Division of Vocational Education

Date of Agreement: January, 1978

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

INTERAGENCY AGREEMENT BETWEEN THE
STATE DEPARTMENT OF EDUCATION, THE STATE DIVISION OF VOCATIONAL REHABILITATION AND THE STATE DIVISION OF VOCATIONAL EDUCATION

STATEMENT OF PHILOSOPHY AND PURPOSE

It is the philosophy of the Idaho State Department of Education, Special Education Section; Idaho State Division of Vocational Rehabilitation; and the Idaho State Division of Vocational Education that all handicapped/exceptional students be provided an appropriate education and other necessary related services so that they can develop to their maximum potential as productive and contributing members of society. P.L. 94-142 mandates that the state and local education agencies "provide a free, appropriate public education and related services to all handicapped children" Public Law 94-482, Title II of the 1975 Education Amendments, makes specific provision for the vocational education of handicapped persons in occupational areas which require less than a baccalaureate degree. The Rehabilitation Act of 1973 (P.L. 93-112) requires that the State Division of Vocational Rehabilitation provide, or otherwise arrange for, services necessary to render eligible persons employable.

It is the purpose of this interagency agreement to clarify the areas of responsibilities, as well as areas of coordination and collaboration between the three agencies.

STATEMENT OF RESPONSIBILITY

As required by P.L. 94-142, the State Department of Education will be the lead agency in the planning and implementation of educational programs for school-age handicapped/exceptional children. Educational and vocational training may take place in regular vocational education programs, special needs classrooms, and/or within special education programs. Through Administrative Rules and Regulations for Special Education and through other state policies and guidelines, the State Department of Education will support and assist local school districts to carry out their legal mandate to provide for the education and training of school-age, resident handicapped/exceptional students. The State Department of Education, Special Education Section; and the State Division of Vocational Education recognize the need for medical, social, rehabilitative and other related services for secondary handicapped/exceptional students to assure an appropriate educational opportunity. The State Division of Vocational Rehabilitation may provide such support services as needed to assure that eligible handicapped students approaching an employable age are adequately prepared to bridge the gap between the public schools and employment.

TARGET POPULATION

Within this agreement the target population for cooperative services is defined as those students who qualify for special education and vocational education and who are eligible to receive vocational rehabilitation services. Eligibility for vocational education and special education is defined within Administrative Rules and Regulations for Special Education and by local board policy. Eligibility for vocational rehabilitation is determined by:

a) The presence of a physical or mental disability which is a substantial handicap to employment;

b) The provision that Vocational Rehabilitation services will aid towards employment; and

c) The person must be of employable age.

INDIVIDUAL EDUCATION PLANS/PROGRAMS

Federal legislation (P.L. 94-142, P.L. 94-482, and P.L. 93-112) requires that individual plans or programs be developed for handicapped persons served by the respective agencies included within this agreement. State policies issued by the State Department of Education, Special Education Section; the State Division of Vocational Education and the State Division of Vocational Rehabilitation will encourage coordination of individual plans at the local program level.

A representative of Vocational Rehabilitation and Vocational Education should be involved as a member of the local district Child Study Team when individual education plans/programs are written for handicapped/exceptional students at the secondary level. It is especially important that Vocational Rehabilitation personnel be involved in the last year of program planning conducted by the public school Child Study Team prior to leaving the school system. If the individual education plan/program for a handicapped/exceptional student specifies services from a regular vocational program and/or from Vocational Rehabilitation, specific written individual plans required by those agencies will coordinate and be compatible with the student's individual education plan/program.

RELATED SERVICES/VOCATIONAL EDUCATION SUPPORT

In the development of individual education plans/programs for target population students within this agreement, related services may be provided by Vocational Rehabilitation. These services are available under the Vocational Rehabilitation program to those individuals who meet the eligibility criteria of Vocational Rehabilitation and are in need of such services as determined by the Vocational Rehabilitation specialist. The Division of Vocational Rehabilitation is required to explore all other resources that exist applicable to each case from private companies or federal legislation.

Support services may be provided by the Division of Vocational Education to those students enrolled in a state reimbursable vocational education program.

Following is a list of possible services and the agency under which the services may be provided:

SERVICE	AGENCY DVR	AGENCY DVE	AGENCY SP. ED.
Information, consultation	X	X	X
Evaluation of potential, when critical to development of individual plan	X		X
Counselling client/student	X		X
Medical restoration	X		
Vocational training	X	X	X
Maintenance of client	X		
Placement of client/student	X	X	X
Transportation of client/student	X		X
Telecommunications	X		
Salaries of selected personnel involved in delivering special program		X	X
Supplies and instructional materials over and above standard school resources		X	X
Instructional staff travel needed for workshops, pre-vocational meetings, or work placement coordination		X	
Staff development	X	X	X
Specialized support services contingent on student/client condition, program circumstances and problem	X	X	X

PROCEDUREAL SAFEGUARDS

The State Department of Education agrees to continue to encourage, assist and require through policy as given in appropriate federal regulations and the Administrative Rules and Regulations for Special Education that local school districts use procedural safeguards in the identification, placement and programming of handicapped/exceptional students.

The State Division of Vocational Education agrees to support compliance with the standards and safeguards provided in the Administrative Rules and Regulations for Special Education.

The State Division of Vocational Rehabilitation agrees to comply with procedural safeguards given in appropriate federal and state regulations. All client records are completely confidential and are released only through strictly enforced guidelines.

INSERVICE TRAINING

In order to provide quality programs and services for handicapped/exceptional students, service providers and appropriate administrators must receive continual and ongoing opportunities for staff development and professional growth.

The Department of Education, Special Education Section, the Division of Vocational Education and the Division of Vocational Rehabilitation will plan cooperative inservice training activities at the state and local levels so that appropriate administrative and service providers can benefit from existing staff expertise, share additional in- and out-of-state resources and provide for ongoing opportunities for communication and professional interaction.

MANAGEMENT INFORMATION

Planning for the educational, vocational and rehabilitation needs of handicapped/exceptional individuals will require that accurate data be maintained by the respective agencies. Management information will be shared by the Department of Education, Special Education Section, Vocational Education and the Division of Vocational Rehabilitation in order for federal reporting purposes to evaluate the impact of services and for the purpose of ongoing planning and program development. Information will be shared within departmental policies pertaining to confidentiality and informed consent.

Additions, deletions, and other amendments to the provisions of this Agreement may be made upon signature of the undersigned parties.

Roy Truby

Roy Truby, State Superintendent
of Public Instruction

January 27, 1978

Date of Signature

Ray W Turner

Ray W. Turner, Administrator
Division of Vocational
Rehabilitation

January 25, 1978

Date of Signature

Larry G. Selland

Larry G. Selland, Administrator
Division of Vocational Education

January 25, 1978

Date of Signature

JOINT PROVISION OF SERVICES TO BE UTILIZED FOR DEVELOPMENT OF LOCAL COOPERATIVE AGREEMENTS FOR HANDICAPPED YOUTH

DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
DIVISION OF SPECIAL PROGRAMS

DEPARTMENT OF HUMAN RESOURCES
DIVISION OF VOCATIONAL REHABILITATION

EXCEPTIONAL CHILDREN VOCATIONAL EDUCATION VOCATIONAL REHABILITATION

I. Find Activities

1) public awareness
2) professional awareness
3) individual screening

II. Referral

III. Assessment

1) social/home/peer
2) educational
3) prevocational
4) vocational

IV. Program Planning

1) individualized written rehabilitation plan
2) individualized education program

V. Services

1) occupational skills instruction
2) academic and vocational supporting instructions
3) personal adjustment counseling
4) academic adjustment counseling
5) vocational adjustment counseling
6) curriculum modification and development
7) transportation
8) evaluation of student progress
9) interpreter services when needed
10) reader services when needed
11) special support staff
12) learning station modification
13) individual accommodation for program and site accessibility
14) work study/work in

IV. Related Services

EXCEPTIONAL CHILDREN VOCATIONAL EDUCATION

I. Services

1) cooperative vocational education
2) special tools, devices, equipment (school based)

EXCEPTIONAL CHILDREN VOCATIONAL REHABILITATION

I. Assessment

1) individual psychological evaluation
2) behavioral assessment
3) medical-diagnostic and evaluative
4) speech and language evaluation

II. Services

1) work activity program

III. Related Services

1) occupational therapy, physical therapy, speech therapy

VOCATIONAL EDUCATION VOCATIONAL REHABILITATION

I. Related Services

1) job development and placement
2) job follow-up

VOCATIONAL REHABILITATION

I. Related Services

1) medical (other than diagnostic)
2) mental therapy/psychiatric treatment
3) tools and equipment (client owned)
4) physical restoration
5) maintenance/subsistence
6) home modification

INTERAGENCY AGREEMENT

KANSAS

MEMORANDUM OF UNDERSTANDING
BETWEEN
DEPARTMENT OF SOCIAL & REHABILITATION SERVICES
AND
KANSAS STATE DEPARTMENT OF EDUCATION

Administrative Units:

Department of Social and Rehabilitation Services
Department of Education

Date of Agreement: July, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

MEMORANDUM OF UNDERSTANDING

BETWEEN

DEPARTMENT OF SOCIAL & REHABILITATION SERVICES

AND

KANSAS STATE DEPARTMENT OF EDUCATION

The Kansas model for the delivery of vocational education services for handicapped persons is founded upon the premise that all handicapped individuals have available to them a free, appropriate public education. Inherent in the provision of such programs and services is a basic commitment on behalf of the state agencies to provide the best set of services possible for handicapped persons by:

a. assuming primary responsibility for assisting local education agencies in the development and implementation of vocational programs and services to serve handicapped persons;

b. assuring that handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 as amended by P.L. 95-602, and the Kansas mandatory Special Education acts, K.S.A. 72-933 and 72-966, receive all appropriate services for which they are eligible; and

c. assuring that the rights of handicapped persons are protected in compliance with Section 504 of the Rehabilitation Act of 1973.

The delivery of a continuum of appropriate programs and services to handicapped individuals requires the cooperative efforts of Special Education, Vocational Education, and the Division of Vocational Rehabilitation. The cornerstone of this process is an integrated service delivery system as set forth in this inter-agency agreement which is based upon a mutual commitment and philosophy of placement of handicapped persons in the least restrictive environment and a commitment to the provision of coordinated services for the handicapped. Therefore, it is hereby agreed that the Kansas Department of Education Inter-agency Vocational Planning Group, composed of the Division of Vocational Rehabilitation, Special Education Services and Vocational Education Services, will continue to cooperate in the development of programs designed to provide vocational education and job placement services for the handicapped. This agreement is subject to annual review. The agencies agree to accept the following responsibilities.

I. Division of Vocational Rehabilitation (DVR)

   A. DVR will accept the responsibility for the provision of rehabilitation services for all eligible handicapped (except visually handicapped persons ages 16 and over who are not enrolled in school). Where students are interested in returning to school, DVR will confer with the school district of jurisdiction in an attempt to have structured within the district an educational or vocational education program that would lead to completion of an appropriate course of study.

   B. DVR is the accountable agent for coordination of postsecondary training and placement of all eligible handicapped (except visually handicapped) persons ages 18 to 25 years who have completed an approved course of study and graduated from a public school program.

II. Services for the Blind and Visually Handicapped (SBVH)

   A. SBVH will accept the responsibility for the provision of rehabilitation services for eligible visually handicapped persons ages 16 and over who are not enrolled in school. Where students are interested in returning to school, SBVH will confer with the school district of jurisdiction in an attempt to have structured within the district an educational or vocational education program that would lead to completion of an appropriate course of study.

   B. SBVH is the accountable agent for coordination of postsecondary training and placement of eligible visually handicapped persons ages 18 to 25 years who have completed an approved course of study and graduated from a public school program.

III. Special Education Administration Section (SEAS)

   A. SEAS will assure that by F.Y. 1981 each school district/cooperative has developed a written plan which specifies the content of the course of study to be provided for handicapped students whose disability is so severe that they cannot complete the regular education program.

   B. SEAS will develop guidelines and provide technical assistance to local education agencies to assure that:

      1. Special education students referred to vocational education programs have the prerequisite personal adjustment and prevocational skills.

      2. Vocational education programming for special education students is specified in the students' individualized educational program.

   C. SEAS will encourage local education agencies to have vocational education and vocational rehabilitation staff involved in the writing of the individual education program, wherever appropriate.

   D. SEAS will provide in-service training and technical assistance to special education personnel making them aware of services available from the Division of Vocational Rehabilitation and from Services for the Blind and Visually Handicapped which include the requirements for eligibility for such services.

IV. Vocational-Technical Education Services Area (VTES)

A. VTES special needs funds may be used to support secondary special education students in adaptive vocational education programs. As funds are available, special needs funds may be used to support postsecondary vocational programs for the handicapped and special vocational education programs.

B. VTES in cooperation with SEAS will develop guidelines and provide technical assistance to private agencies and/or special purpose schools to assure that:

1. Special alternative programs in adaptive vocational education will be implemented to enhance the development of personal adjustment and pre-vocational skills required in sheltered settings.

2. Alternative vocational education is provided at a level commensurate with vocational education programs in public settings.

C. VTES will be responsible for funding the support services for handicapped persons in the regular vocational education program.

D. VTES will require that all special needs district/cooperative projects for in-school handicapped persons are reviewed by the director of special education to assure that the programs are consistent with the state.

E. VTES will require that all handicapped persons served in a postsecondary program have been provided with an individual rehabilitation plan. It will be the responsibility of certified rehabilitation staff to verify to VTES the following:

1. That there are sufficient handicapped students enrolled in the institution to benefit from the specific training programs identified in the plan.

2. That students have been appropriately evaluated and have been determined eligible for rehabilitation services.

It is jointly agreed that the agencies shall develop and issue an inter-agency memorandum to all public education agencies and rehabilitation offices specifying the procedures for cooperatively developing inter-agency services, the procedures for jointly serving handicapped persons, and the types of services that will be available from each agency.

It is further agreed that each agency will assign at least one staff person who will be responsible for coordinating the development of the inter-agency program, for providing state leadership, rendering in-service training, developing in-service training materials, and providing technical assistance to public education agencies and rehabilitation personnel.

Department of Social and
Rehabilitation Services

By: Robert C Harder
Secretary of Social & Rehabilitation
Services

Date: 7/24/79

Division of Vocational Rehabilitation
Director of Vocational Rehabilitation

Richard A. Schutz
Services for the Blind ~~and Visu~~ally
Handicapped
Director of Services for the Blind
and Visually Handicapped

State Board of Education

By: Merle R Bolton
Commissioner of Education

Date: 6-14-79

Ass't Commissioner of Education Services

Director, Vocational Education

Director, Special Education

INTERAGENCY AGREEMENT

KENTUCKY

EDUCATION AND THE ARTS CABINET
INTRA-AGENCY COOPERATIVE AGREEMENT:
BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN,
BUREAU OF VOCATIONAL EDUCATION,
BUREAU OF REHABILITATION SERVICES,
AND BUREAU FOR THE BLIND

Administrative Units:

Kentucky Department of Education
Bureau of Education for Exceptional Children
Bureau of Vocational Education
Bureau of Rehabilitation Services
Bureau for the Blind

Date of Agreement: June, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

EDUCATION AND THE ARTS CABINET
INTRA-AGENCY COOPERATIVE AGREEMENT: BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN, BUREAU OF VOCATIONAL EDUCATION, BUREAU OF REHABILITATION SERVICES, and BUREAU FOR THE BLIND

The Kentucky model for the delivery of educational services for handicapped persons is founded upon the premise that all handicapped individuals have available to them a free appropriate public education. Inherent in the provision of such programs and services is a basic commitment on behalf of the state agencies to provide the best set of services possible for handicapped persons by:

1. assuming primary responsibility for assisting education agencies in the development and implementation of educational programs and services to serve handicapped persons;

2. assuring that all agencies administering these laws understand that eligibility under one law should not, in and of itself, result in a denial of complementary services under another of the laws;

3. assuming that handicapped persons receive all services for which they are eligible under the following acts, statutes and regulations; Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 (as amended by P.L. 95-602).

4. assuring that the state agencies involved are fully committed to aiding local agencies engage in coordinated service delivery systems for handicapped persons; and

5. assuring that the rights of handicapped persons are protected in compliance with Title V of the Rehabilitation Act of 1973 as amended by P.L. 95-602. "The agency does not discriminate in administration or access to, or treatment or employment in, its programs and activities." (S84.7A)

The delivery of a continuum of appropriate programs and services to handicapped individuals requires the cooperative efforts of the Bureau of Education for Exceptional Children, Bureau of Vocational Education, Bureau of Rehabilitation Services and Bureau for the Blind. The cornerstone of this process is an integrated service delivery system as set forth in this intra-agency agreement which is based upon a mutual commitment and philosophy of placement of handicapped persons in the least restrictive environment and a commitment to the provision of coordinated services for the handicapped. Therefore, it is hereby agreed that the Education and Arts Cabinet Intra-agency Planning Group, composed of the Bureau of Education for Exceptional Children, Bureau of Vocational Education, Bureau of Rehabilitation Services, and the Bureau for the Blind will continue to cooperate in the development of programs designed to provide general education and rehabilitation services for the handicapped.

It is hereby recognized by and among all parties that exceptional children shall be provided special education and related services consistent with Public Law 94-142, and applicable Kentucky Revised Statutes, Administrative Regulations and Standards including requirements related to:

1. Full Education Opportunity Goal
2. Free Appropriate Public Education
3. Individual Education Program
4. Due Process Procedures
5. Protection in Evaluation Procedures
6. Least Restrictive Environment
7. Confidentiality of Personally Identifiable Information
8. Child Identification

The general responsibility of each agency involved in this collaborative agreement are outlined below.

I. BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN (BEEC)

A. BEEC has primary responsibility for the administration and supervision of educational programs for exceptional children; including

   1. a process for the identification, location, evaluation and placement requirements as specified in federal and state regulations,
   2. the development and implementation of administrative regulations and procedures for the operation of programs for handicapped children,
   3. the administration of Minimum Foundation Program Classroom Units for exceptional children,
   4. the monitoring and evaluation of educational programs, and
   5. the development and implementation of Kentucky's Annual Program Plan under P.L. 94-142.

B. BEEC will provide technical assistance to local education agencies to assure:

   1. coordination of the referral process for handicapped students who may require or benefit from educational and related services provided by the collaborative agencies,
   2. considerations for placement of handicapped students in collaborative agencies programs will include participation of said agencies on the appropriate Admissions and Release Committee,
   3. joint development of Individual Education Program (IEP) and Individual Written Rehabilitation Program (IWRP) when appropriate,
   4. assistance with development of basic skill curriculum for the pre-vocational and vocational education programs, and
   5. curriculum inclusion of pre-requisite personal adjustment and pre-vocational skills prior to referral of handicapped students to vocational education.

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C. Include representation from collaborative Bureaus on the Committee for Comprehensive System of Personnel Development and encourage cooperative in-service training for appropriate agency participation both at the local and state levels.

D. BEEC will share with the parties of this agreement data, publications, procedural manuals and other information of mutual concern and solicit input pertaining to development and planning of coordinated services for handicapped persons.

II. BUREAU OF VOCATIONAL EDUCATION (BVE)

A. The BVE will cooperate at all levels of program planning, development, and implementation in making meaningful vocational experiences available to handicapped persons to the end that effective programs, services, and activities will be assured.

B. The parties hereto agree that:

1. individuals accepted for vocational education programs for handicapped will meet the standards of eligibility as having a physical or mental handicap and who require special educational and related services in order to succeed in vocational education.

2. vocational programs and/or services for the handicapped will be contingent upon identified needs of individuals and the manpower needs in the state.

3. vocational programs, services and activities may include:
   a. supplemental services for handicapped enrolled in a regular vocational education program. These services may include, but not be limited to, special curriculum materials, specialized equipment, additional guidance and counseling, interpreters and other identified services.

   b. modified or special programs may be developed when it is determined that these programs are in the best interest of the student.

4. appropriate comprehensive vocational education for the handicapped will include cooperative relationships between education, rehabilitation services and the employment sector to facilitate the transition from school to work.

5. program improvement and supportive services may include teacher training, research, curriculum development, guidance and counseling, and program evaluation.

C. Vocational education will share pertinent information needed for the administration of vocational education programs.

D. The BVE will cooperate in providing funds for programming for handicapped.

1. Funds for programs, services, and activities for the handicapped are allocated on the basis of an approvable plan. The plan and budget are components of the Local Plan for Vocational Education and is submitted on a fiscal year basis. The monies utilized for the handicapped are from the set-aside funds and are matched on a state-wide basis with state and local money according to the educational agency.

2. Funds may be used to support programs at the secondary, postsecondary, and adult levels in vocational education.

3. Vocational education will involve the various agency(ies) in the review of projects; i.e., Exceptional Children, projects for in-school youth at the secondary level.

E. Educational agencies will have on file an Individual Education Program (IEP) for secondary students and an Individual Written Rehabilitation Program (IWRP) for the referrals from Rehabilitation Services.

F. Vocational education will work with all agencies or institutions which may provide educational programs or services for the handicapped but these projects will be a part of the educational plan for that region.

III. BUREAU OF REHABILITATION SERVICES (BRS)

A. BRS will accept the responsibility for the provision of rehabilitation services for eligible handicapped persons referred by (public) educational agencies as defined below, except as provided in Section IV, BRS will confer with the school of jurisdiction in an attempt to have structured within the district an educational or vocational education program that would lead to completion of an appropriate course of study for eligible referrals.

B. BRS will provide for the coordination of post-secondary training and placement of eligible handicapped persons who have completed an approved course of study and graduated from a school program.

C. BRS eligibility standards are based on (1) the presence of a physical or mental disability which for the individual constitutes or results in a substantial handicap to employment; and (2) a reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability. Vocational rehabilitation services are available, with minor exceptions, only to individuals who are of working age or who are approaching working age.

D. BRS which may be provided to eligible handicapped persons are:

1. Evaluation of rehabilitation potential;
2. Counseling and guidance, including vocationally oriented personal adjustment counseling;
3. Physical and mental restoration services;
4. Pre-vocational, vocational adjustment and vocational training;

5. Maintenance, not exceeding the estimated cost of subsistence during rehabilitation;
6. Transportation in connection with the provision of any vocational rehabilitation agency;
7. Services to members of a handicapped individual's family when such services are necessary to the vocational rehabilitation of the handicapped individuals;
8. Telecommunications, sensory and other technological aids and devices;
9. Recruitment and training services to provide new employment opportunities in the public service field;
10. Placement in suitable employment;
11. Post-employment services, necessary to assist handicapped individuals to maintain their employment;
12. Occupational licenses, tools, equipment, initial stocks (including livestock) and supplies; and
13. Other goods and services which can reasonably be expected to benefit a handicapped individual in terms of employability.

E. The provision of Vocational Rehabilitation services enumerated above in paragraph D will be provided in accordance with the available resources of staff, monies, facilities, and agreements with other agencies and the priorities of selection criteria in effect as required by the current BRS State Plan.

F. BRS will exchange with the parties of this agreement information, releases, publications, procedural manuals and instructions of mutual concern. When BRS and other parties of this agreement serve the same client/student they will share pertinent information from the records of the individuals served. This information will be used only for the delivery, documentation, professional review of services and only for the purpose for which it was made available. Any other use must be with the informed, written consent of the client/student. Federal and State laws, and the rights of the individual, of course, will govern this exchange of information.

IV. BUREAU FOR THE BLIND (BB)

BB will accept the responsibility for the provision of rehabilitation services as described above under Section III for eligible visually impaired and blind persons.

Operational Strategies

Education agencies are responsible for providing educational and related services appropriate for each handicapped individual for as long as Federal and State law mandates. At the earliest time that a student is identified as ages potentially eligible for rehabilitation services, education and rehabilitation agencies should work together on determining what, when and how services are to be provided.

Individual Written Rehabilitation Programs (IWRP) which are required for rehabilitation clients and Individual Education Programs (IEP) which are required for special and vocational education students are similar in purpose and approach. Coordinating the preparation and execution of individual plans offers an excellent focus for coordinating the delivery of individual services. The plans can:

- Provide a means for determining the need for, and specifying joint delivery of services.
- Provide a means for insuring a smooth transition for a handicapped individual from a school system to a rehabilitation agency so that a continuum of services is provided.
- Provide a means for early consultation and joint planning with the individual and his family.

In order that education and rehabilitation agencies may integrate the goals of the IEP and the IWRP, the plans should reflect short term and long range objectives for career development, vocational skill training, personal adjustment and job placement. To effect this integration, education agencies must provide guidance to those preparing IEPs and establish local contact with rehabilitation agencies. And rehabilitation agencies must similarly assure that appropriate IWRPs -- e.g., for persons who should complete their plans for special and vocational education -- are developed in conjunction with education agencies.

Education and rehabilitation agencies will also be encouraged to engage in a wide range of other cooperative endeavors, such as:

(1) Consultation on development of State plans.
(2) Personnel preparation and development through the provision of in-service training.
(3) Consultation and technical assistance on curriculum and program planning in adapting to meet the requirements of new legislation.
(4) Joint operation of special programs designed to merge educational and rehabilitation approaches to services in order to ease a handicapped student's entry into the world of work.

It is jointly agreed that the agencies shall develop and issue an intra-agency memorandum to all public education agencies and rehabilitation offices specifying the procedures for cooperatively developing intra-agency services, the procedures for jointly serving handicapped persons, and the types of services that will be available from each agency.

The agreement will remain in force until it is terminated, revised, or amended by mutal agreement.

AGREED THIS DAY 6/25, 1979.

Billie R. Downing
Assistant Superintendent
Bureau of Education for
Exceptional Children

James B. Graham
Superintendent of Public Instruction
Kentucky Department of Education

Assistant Superintendent
Bureau of Vocational Education

Secretary
Education and the Arts Cabinet

Assistant Superintendent
Bureau of Rehabilitation Services

Executive Director
Bureau for the Blind

INTERAGENCY AGREEMENT

LOUISIANA

COOPERATIVE AGREEMENT

Administrative Units:

State Department of Education
Division of Special Educational Services
Division of Vocational Education
State Department of Health and Human Resources
Division of Vocational Rehabilitation

Date of Agreement: May, 1980

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

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COOPERATIVE AGREEMENT

Between The

DIVISION OF SPECIAL EDUCATIONAL SERVICES, STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION, STATE DEPARTMENT OF EDUCATION

And The

DIVISION OF VOCATIONAL REHABILITATION
DEPARTMENT OF HEALTH AND HUMAN RESOURCES

WHEREAS IT IS a legislative mandate and has been recognized as desirable to develop a cooperative agreement among certain agencies of the State of Louisiana for the purpose of combining resources to provide the best possible services to the handicapped or exceptional citizens of Louisiana through age 21, the Department of Health and Human Resources, Office of Human Development, Division of Vocational Rehabilitation and the Department of Education, Special Education Division and Vocational Education Division, agree to enter into this agreement.

THEREFORE, the three agencies heretofore mentioned and hereafter referred to as Vocational Rehabilitation, Special Education, and Vocational Education, agree to the proposition that a tripartite document that proposes a synthesized approval will be a basis for the provision of unduplicated and coordinated services to handicapped or exceptional citizens through age 21. Vocational Education and Vocational Rehabilitation also recognize the need for educational services of those handicapped individuals over age 21 who have left the public education through either completion or unscheduled completion of their education. Educational services for this group will be made a part of this cooperative approval. This tripartite agreement will afford the above-mentioned group the opportunity to combine and coordinate their services where appropriate and applicable to provide the best of all possible services.

Agencies dealing with the handicapped should develop understanding, coordinate systematic approach, and combine efforts to recognize and provide the appropriate services to each and every eligible handicapped citizen. This will precipitate the delivery of services in a flexible but organized continuum that will lead to the best possible efforts and result in the education, training, and rehabilitation of all handicapped individuals within the scope of the agencies in this agreement. This can be best accomplished by merging and utilizing services by each appropriate agency at an appropriate time to develop a more reasonable model of what is ideal and practical both for handicapped citizens and for the partners of this agreement. This does not mean that the three agencies will be the only agencies serving the citizens, but they will take the leadership and the initiative to encourage other agencies dealing with services to handicappped individuals to provide said services.

With the above tenets set forth, the agencies involved will attempt to delineate particular services as to their timeliness, appropriateness, and effectiveness in carrying out the continuum of service that does not impinge upon each agency function and does not include an exaggeration of each agency's legal framework. It is the intention of this agreement to provide, in a humanitarian fashion that will bring a sense of justice to all Louisiana citizens, all needed services to each handicapped person within the following areas: educational; social; vocational; habilitation; medical; rehabilitation; psychological; as well as generic skills to function in their respective local community and society in general. It is the hope that all may become acceptable and productive members of society simply as a matter of course. Special Education, Vocational Education, and Vocational Rehabilitation can perform and provide many services to eligible individuals in appropriate and acceptable situations as prescribed by the federal and state laws and guidelines. It behooves each agency to understand and accept a multidisciplinary team approach where each agency can be the most appropriate agent or combined agents in the development of handicapped citizens. This agreement mandates that each agent should view that fact in light of what each agency can do to provide the best services for these handicapped citizens.

It is not the intent of this agreement to foist off on one agency that which another (agency) can and should appropriately (legally and morally) provide. While each agency operates under certain federal, state, and local laws, or guidelines, the agreement is intended to combine resources in the most appropriate manner but within the framework of each agency's constraints. This is, in fact, the agreement's purpose to determine that agencies working within their respective framework can combine energies and imaginations to exert a positive and concentrated approach to the ultimate habilitation and rehabilitation of all handicapped citizens of this State.

Under the authorization of the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 (P.L. 93-112) as amended, the Louisiana Act 754, the state agencies will share, where appropriate, the responsibility for assisting the local education agencies in developing and coordinating and integrated delivery of vocational services which will be the most beneficial for handicapped individuals. The state agencies will also assist the local education agencies in assuring that all rights of handicapped person guaranteed by Section 504 of the Rehabilitation Act of 1973 will be protected.

Tables 1 and 2 are made a part of this Agreement. Table 1 describes the SERVICE PROFILE and Table 2 describes the SERVICE RESPONSIBILITY of the respective agencies.

Table 1. SERVICE PROFILE

Vocational Education for the Handicapped

Curriculum	Age	Educational Performance Level	Agency Providing Service
1. CAREER EDUCATION	3 - 14	Pre-School and Elementary	SPECIAL EDUCATION**
2. PRE-VOCATIONAL	14 - 16	Junior High	SPECIAL EDUCATION** VOCATIONAL REHABILITATION
3. VOCATIONAL	14 - 21	Graded/Ungraded Instruction with Alternative Vocational Educ. Placements*	VOCATIONAL EDUCATION** VOCATIONAL EDUCATION** VOCATIONAL REHABILITATION
4. SHELTERED WORKSHOP	16 & over	Not applicable	SPECIAL EDUCATION** VOCATIONAL REHABILITATION
5. ADULT EDUCATION	18 & over	Vocational-Technical	VOCATIONAL EDUCATION** VOCATIONAL REHABILITATION
	18 & over	College	VOCATIONAL REHABILITATION

* All Vocational Education Alternatives would be approved vocational education programs. The Vocational Education Alternative would be determined at the IEP/IPP conference.

** Local Education Agency

Table 2. SERVICE RESPONSIBILITY

Vocational Education for the Handicapped

Services must be available and accessible to all handicapped students/clients. The activities below can generally be provided by the specified agency. Where there is an overlapping or duplication of services, the question of WHO INITIATES SERVICES and WHO IMPLEMENTS SERVICES will be resolved at the Local Education Agency, preferably at the IEP/IPP conference.

Continuum of services	Provided by SPECIAL EDUCATION	Provided by VOCATIONAL EDUCATION	Provided by VOCATIONAL REHABILITATION
A. REFERRAL	A. REFERRAL	A. REFERRAL	A. REFERRAL
	1) Awareness	1) Awareness	1) Awareness (Case Finding)
	2) Screening		2) Screening (Referral Development)
	3) Referral to assessment	3) Referral to assessment	3) Referral to (Intake Process) assessment
B. ASSESSMENT	B. ASSESSMENT	B. ASSESSMENT	B. ASSESSMENT
	1) Psychological/ Behavioral		1) Current General Health Status & Specialist Examination
	2) Vocational	2) Vocational	2) Evaluation of Vocational Potential a. Preliminary Diagnostic Study b. Through Diagnostic Study to determine nature and scope of services.
C. INDIVIDUALIZED PROGRAM PLANNING	C. INDIVIDUALIZED PROGRAM PLANNING		
	1) Individualized Educational Program (IEP) (age 3-14)		1) Individual Written Rehabilitation Plan I.W.R.P. for all eligible clients. Developed jointly by client and counselor or if appropriate by guardian.

Continuum of services	Provided by SPECIAL EDUCATION	Provided by VOCATIONAL EDUCATION	Provided by VOCATIONAL REHABILITATION
C. INDIVIDUALIZED PROGRAM PLANNING (Continued)	2) IEP/IPP Individual Program	2) IEP/IPP Individual Program	2) IEP/IPP/IWRP Individual Program Plan
D. PROGRAM PLANNING and IMPLEMENTATION ACTIVITIES	D. PROGRAM ACTIVITIES	D. PROGRAM ACTIVITIES	D. PROGRAM ACTIVITIES
		1) Regular vocational education	1) Regular vocational education/work adjustment
		2) Adaptive regular (specially-designed education	2) Adaptive regular (specially designed) vocational education/work adjustment
	3) Special vocational education	3) Special vocational education	3) Special vocational education/work adjustment
	4) Individual vocational training	4) Individual vocational training	4) Individual vocational training
	5) Vocational assessment services	5) Vocational assessment services	5) Vocational assessment services in reference to Section B assessment.
	6) Career education		
	7) Pre-vocational education		
			8) Vocational and other training including personal and vocational adj. books tools and other training materials. All on individual needs basis to eligible clients. Physical appropriate.

Continuum of services	Provided by SPECIAL EDUCATION	Provided by VOCATIONAL EDUCATION	Provided by VOCATIONAL REHABILITATION
E. SERVICE DELIVERY SYSTEM including related services	E. SERVICE DELIVERY SYSTEM	E. SERVICE DELIVERY SYSTEM	E. SERVICE DELIVERY SYSTEM* (See note below)
	1) Interpreter/note taker	1) Interpreter/note taker	
	2) Interpreter/reader service	2) Interpreter/reader service	
	3) Reader services for the blind	3) Reader services for the blind	
	4) Special tools devices, equipment (student-based)	4) Special tools devices, equipment (student-based)	
	5) Special tools. devices, equipment, (student-owned)	5) Special tools devices, equipment, (student-owned)	5) Special tools, devices, equipment (client-owned)
	6) Learning station modification	6) Learning station modification	
	7) Special support staff (aides tutors and paraprofessionals)	7) Special support staff (aides tutors and paraprofessionals)	
	8) Related services (OT, PT, and speech correction)	8) Related services (teacher aides)	
	9) Curriculum modification and development	9) Curriculum modification and development	
	10) Transportation	10) Transportation	
	12) Monitoring services and student progress	12) Monitoring services and student progress	12) Monitoring services and client progress

* VOCATIONAL REHABILITATION Service Delivery System can provide additional services where appropriate.

Continuum of services	Provided by SPECIAL EDUCATION	Provided by VOCATIONAL EDUCATION	Provided by VOCATIONAL REHABILITATION
E. SERVICE DELIVERY SYSTEM including related services (continued)	13) Vocational guidance and counseling	13) Vocational guidance and counseling	13) Vocational guidance and counseling
	14) Medical services (other than diagnostic)		
	15) Mental therapy		
	16) Physical restoration		16) Physical and mental restoration
	17) Job development and placement	17) Job development and placement	17) Job development and placement

Implementation and Evaluation

The three agencies involved in this Cooperative Agreement will assign a member of its staff as liaison with the other agencies. This person's functions will include the 1) developing procedures for carrying out the agreement; 2) appraising the effectiveness of the relationship; 3) seeking methods to improve the effectiveness of the joint effort; and 4) making periodic reports to the director of the respective agency on progress being made and problems encountered.

Effective Date and Amendments

This agreement shall be effective immediately. Revisions will be jointly reviewed by all agency representatives prior to any interagency amendments. Amendments may be made to this Agreement by mutual consent of the participating agencies by giving ninety (90) days prior written notice.

The Louisiana Department of
Health and Human Resources

5/13/80
LESTER SOILEAU Date
Executive Director
Vocational Rehabilitation

5/13/80
ARTHUR J. DIXON Date
Assistant Secretary
Office of Human Development

5/13/80
GEORGE A. FISCHER Date
Secretary
Department of Health and Human Resources

The Louisiana State
Department of Education

N. J. Stafford 5/13/80
N. J. STAFFORD, JR., Ed.D Date
Assistant Superintendent
Vocational Education

5/13/80
HENRY L. SMITH, Ed.D Date
Assistant Superintendent
Special Educational Services

5/13/80
J. KELLY NIX Date
State Superintendent
Department of Education

COOPERATIVE AGREEMENT

Between the

STATE DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION SERVICES

STATE DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION

and the

DEPARTMENT OF HEALTH AND HUMAN RESOURCES

OFFICE OF HUMAN DEVELOPMENT

DIVISION OF VOCATIONAL REHABILITATION

INTERAGENCY AGREEMENT

MARYLAND

COOPERATIVE AGREEMENT: THE DIVISIONS OF SPECIAL EDUCATION, VOCATIONAL-TECHNICAL EDUCATION, AND VOCATIONAL REHABILITATION

Administrative Units:

State Department of Education
Division of Special Education
Division of Vocational-Technical Education
Division of Vocational Rehabilitation

Date of Agreement: March, 1980

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

APPENDIX A

RESOLUTION

MARYLAND STATE BOARD OF EDUCATION

February 27, 1980

Resolution No. 1980-5

Re: Cooperative Agreement Between the Divisions of Special Education, Vocational-Technical Education, and Vocational Rehabilitation

RESOLVED:

That the State Board of Education approve the Cooperative Agreement Between the Divisions of Special Education, Vocational-Technical Education, and Vocational Rehabilitation.

COOPERATIVE AGREEMENT: THE DIVISIONS OF SPECIAL EDUCATION, VOCATIONAL-TECHNICAL EDUCATION, AND VOCATIONAL REHABILITATION

I. PREAMBLE

It is the philosophy of the Maryland State Department of Education (MSDE) that all handicapped children are entitled to a free appropriate public education, including vocational education when deemed appropriate. To this end, the Divisions of Special Education, Vocational-Technical Education, and Vocational Rehabilitation are committed to cooperatively develop a comprehensive system of vocational education for handicapped students in keeping with P.L. 94-142, P.L. 94-482, and P.L. 93-112, as amended.

The delivery of a continuum of appropriate programs and services to handicapped individuals requires the cooperative efforts of Special Education, Vocational-Technical Education, and Vocational Rehabilitation. The cornerstone of this process is an integrated service delivery system as set forth in this Agreement, which is based upon mutual commitment and philosophy of placement of handicapped persons in the least restrictive environment and a commitment to the provision of coordinated services for the handicapped. Therefore, it is hereby agreed that the Maryland State Department of Education, Divisions of Special Education, Vocational-Technical Education, and Vocational Rehabilitation will continue to cooperate in the development of programs designed to provide educational services, vocational training, and job placement services for the handicapped.

In so doing, the Divisons agree to work together to provide the best possible services to handicapped persons by:

A. Assuming primary responsibility for assisting local education agencies in the development and implementation of vocational programs and services to serve handicapped persons.

B. Assuring that handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Maryland Special Education Bylaw 13.04.01, the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973, as amended, receive appropriate services for which they are eligible.

C. Assuring that the rights of handicapped persons are protected in compliance with Title V of the Rehabilitation Act of 1973.

II. SERVICE DELIVERY

The delivery of appropriate vocational education services to individual handicapped persons is the ultimate goal of the Divisions. To this end, the Divisions of Special Education, Vocational Education, and Vocational Rehabilitation agree to mutually plan and develop their respective State Plans. The acceptance of these plans will be indicated by the signature of the Assistant Superintendent of each division. Additionally, the Divisions of Special Education and Vocational Education will require that local school systems follow the same procedure in the planning and development of the local plans for special education and vocational education. The acceptance of the local plans will be indicated by the signatures of the local supervisor of special education and vocational education.

A. Division of Special Education (DSE)

1. DSE will develop guidelines and provide technical assistance to local school systems to assure:

    a. Special education students have been provided with prerequisite personal adjustment and prevocational skills prior to being referred for vocational education.

b. Access for handicapped students in appropriate vocational education programs will be based on the recommendation of the Admission, Review, and Dismissal (ARD) Committee in accordance with Bylaw 13.04.01.

c. Services are delivered in keeping with the students' Individualized Education Program (IEP), which is developed in accordance with Bylaw 13.04.01.

2. DSE will require local school systems to have vocational education and vocational rehabilitation staff participation in the ARD process and the development of the IEP when vocational education is deemed appropriate.

3. DSE will, in cooperation with DVTE and DVR, provide inservice and technical assistance to special education and vocational education personnel at the local level, as well as to vocational rehabilitation staff in an effort to facilitate the delivery of vocational education services to the handicapped.

4. Upon the request of the local school system, DSE will approve funds from P.L. 94-142 for the provision of services related to vocational education for the handicapped so long as the proposed expenditures are in keeping with the priorities enumerated in P.L. 94-142 and so long as the funds are not to supplant State and local funds.

5. DSE will require that all projects for Part B funds submitted by local school systems relating to the provision of vocational education services for tha handicapped will be cooperatively developed by special education and vocational education personnel at the local level. Additionally, DSE will require that all such

projects are reviewed for approval by vocational education personnel at the State level. This information will be shared with DVR for planning purposes.

6. DSE will monitor the delivery of vocational education services to the handicapped through the SSIS and the monitoring and evaluation procedures mandated under P.L. 94-142. This information will be shared with DVTE and DVR so that problems identified through the monitoring and evaluation process can be addressed jointly.

B. Division of Vocational-Technical Education (DVTE)

1. DVTE funds for the handicapped will be used to support secondary level special education students in regular or specially designed vocational education programs to meet the unique needs of handicapped students. Special needs funds may also be used to support post-secondary and adult vocational programs for the handicapped and special vocational education programs.
2. DVTE will be responsible for funding the support service teams for handicapped persons in the regular vocational education program.
3. DVTE will require that all projects involving handicapped students be cooperatively developed with special education personnel at the local level to assure that the programs are consistent with the Special Education Comprehensive Plan and are designed to meet the specific needs of handicapped students within the local school system. Additionally, DVTE will require that all such projects are reviewed for approval by special education personnel at the State level. This information will be shared with the DVR for planning purposes.

4. DVTE will require that post-secondary and adult vocational programs for handicapped persons will be based on long range and annual plans and program proposals which are cooperatively developed with vocational rehabilitation personnel. Priority will be given to developing approved programs to serve vocational rehabilitation clients.

5. DVTE will require local school systems to have vocational education and vocational rehabilitation staff participation if the ARD process and in the development of the IEP, when vocational education is deemed appropriate.

6. In cooperation with DSE, and DVR, DVTE will provide inservice and technical assistance to special education and vocational education personnel at the local level as well as to vocational rehabilitation staff in an effort to facilitate the delivery of vocational services to the handicapped.

C. Division of Vocational Rehabilitation (DVR)

1. DVR will accept the responsibility for the provision of rehabilitation services for eligible handicapped persons age sixteen and over who have voluntarily withdrawn from school and a referral has been made to DVR by an official of the local education agency. In every instance, DVR will determine if the individual is interested in returning to school. If appropriate, DVR will confer with educational staff in the school system of jurisdiction in an attempt to have structured within the system an educational and/or vocational education program that would lead to completion of an appropriate course of study.

2. DVR will be responsible for the coordination of training and placement services of school-age handicapped persons who have graduated, completed or terminated a public school program in consultation with appropriate local school system personnel.
3. DVR will develop policies and procedures which address the provision of vocational rehabilitation services to handicapped students by or during their last year of school, and who have handicaps which will substantially impede their employment upon completion of the school program. Generally, these students will be maintained in the training program provided by the local school system but will be carried on the vocational rehabilitation caseload thereby qualifying them for appropriate support services, e.g., medical services and counseling through vocational rehabilitation.
4. DVR will require regional staff to participate in the ARD process and in the development of the IEP when vocational rehabilitation services are deemend appropriate.

In accordance with the established procedures, this Agreement will be distributed to Superintendents of Schools, Supervisors for Instruction, and Directors of Special Education and Vocational-Technical Education. In addition, it will be distributed to Regional Supervisors of Vocational Rehabilitation.

It is further agreed that each Division will designate personnel who will be responsible for coordinating program development for providing State leadership, rendering inservice training, developing inservice training materials, and providing technical assistance to local school systems and rehabilitation personnel.

Maryland State Department
of Education

By
David W. Hornbeck
Superintendent of Schools

Division of Special Education

By Martha J. Irvin
Assistant State Superintendent

Date: 2/29/80

Division of Vocational Technical Education

By Addison S. Hobbs
Assistant State Superintendent

Date: 3/5/80

Division of Vocational Rehabilitation

By John M. Coburn
Assistant State Superintendent

Date: 3/10/80

12/79

INTERAGENCY AGREEMENT

MASSACHUSETTS

AGREEMENT BETWEEN THE MASSACHUSETTS REHABILITATION COMMISSION AND THE DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION

Administrative Units:

Massachusetts Department of Education
Division of Special Education
Division of Occupational Education
Massachusetts Rehabilitation Commission

Date of Agreement: March, 1980

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

AGREEMENT BETWEEN THE
MASSACHUSETTS REHABILITATION COMMISSION
AND THE
DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION

A. Purpose:

The Massachusetts Department of Education, through the Division of Special Education and the Massachusetts Rehabilitation Commission are mutually committed to the expansion and improvement of vocational opportunities for handicapped and special needs youth. We agree that our purpose can be achieved through coordinated planning early in a youth's secondary career, resource sharing, and staff training.

B. As Objectives to Accomplish this Goal, the Agencies Agree:

1. To provide a means for shared delivery of services in a timely cost effective manner.
2. To provide a means for joint consultation and service delivery with the individual student/client, family, and appropriate agency staff.
3. To share assessment data in determining student/client eligibility and service needs.
4. To share and encourage participation of staff in planning and program development for handicapped students/clients.
5. To clarify agency responsibilities.
6. To provide cross training of staff on central, regional, and local levels.
7. To participate in specific tasks such as: State and Regional Review Teams, Interdepartmental Childrens' Teams, and State Advisory Boards.
8. To consult jointly on state plans.
9. To work together to assure that professionals serving the disabled are appropriately licensed and/or certified under Commonwealth of Massachusetts laws or by appropriate professional organizations and that facilities and programs utilized are appropriately approved and/or certified by local, state, or national certifying groups.
10. To monitor and implement effectively, legislation concerning handicapped persons.

C. Development of a Collaborative Individualized Education Plan/ Individualized Written Rehabilitation Plan (IEP/IWRP)

The Education of All Handicapped Act of 1975, P.L. 94-142, and the Rehabilitation Act of 1973 both mandate the development of appropriate programs individual to the needs of each student/ client. The mechanism for special needs students is the Individualized Education Plan, developed when a student is determined to be in need of special education, which outlines an educational goal, program design, and necessary related services to reach that goal.

The Individualized Written Rehabilitation Plan (IWRP) provides a similar function for vocational rehabilitation agencies. The following components are common to both plans:

1. A statement of goals, including short term objectives.
2. A statement of specific services to be provided.
3. Dates of initiation and duration of services.
4. Criteria for evaluation procedures and schedules.

Whereas the IWRP focuses on vocational goals including supportive rehabilitation services, and the IEP on educational goals, which may include occupational education, the Commission and the Division agree that the method for cooperative planning for secondary school youth shall be the collaborative development of an IEP/IWRP.

D. Cooperative Planning and Joint Delivery of Services

The Division of Special Education and the Massachusetts Rehabilitation Commission further agree that handicapped and special needs students' vocational development programs must be stressed when the child begins secondary education and when a vocational goal can be established.

At this time the local school system, school district, or other educational program should contact the area Massachusetts Rehabilitation Office for the purpose of identifying a counselor to participate in the development of the student's IEP. If the IEP reflects a need for a vocational program, the rehabilitation counselor, together with appropriate TEAM members, will collaborate on the development of an IEP/IWRP.

1. The local school system, school district or education program will:
    a. Assign a guidance counselor or an appropriate professional for each student referred to the Commission.
    b. Identify a staff person to coordinate services with the local Commission office.

c. Counsel any child, age 16-21 who has left school or is planning to leave of his rights to educational programs and document these efforts. (Chapter 766, Sec. 207.0).

2. The Rehabilitation Counselor will:

   a. Determine the student's potential eligibility for vocational rehabilitation services or extended evaluation services.

   b. Accept and process the student's application.

   c. Acknowledge receipt of the referral from the local school system or other educational unit within fifteen days.

   d. Develop a joint IEP/IWRP specifying vocational rehabilitation goals, objectives, services, timelines, etc. for the student/client.

   e. Specify basic services which the Massachusetts Rehabilitation Commission provides to eligible clients while they are still eligible for 766 services. They are referral, counseling and guidance, and job placement. Under certain circumstances, in accordance with its regulations, the Commission may provide paid services such as material and equipment which are used outside of the school program, for example; wheelchairs, hearing aids, leg braces, and home modifications.

   f. Consult with secondary special educators/vocational educators on planning program components.

   g. Counsel the client who is a school drop-out as to the right to education and obligation of the school to develop appropriate programs.

   h. Initiate vocational rehabilitation services within the scope of the Commission's program for the handicapped school dropout unwilling to work with the local school system in a Chapter 766 program in conjunction with the Massachusetts Rehabilitation Commission.

   i. Follow up on annual reviews and re-evaluations.

Each agency will continue to identify professional staff at the central level to be responsible for facilitating implementation of this agreement, coordinating cross-agency training activities on the regional and local levels, and tracking, analyzing and disseminating legislative and regulatory changes as they apply to vocational education and training for handicapped and special needs youth.

E. Assurances:

Both the Division and the Commission, for the purposes of this agreement, shall abide by established policy, regulation, and legislation relative to confidentiality of student/client records and appeals procedures.

F. Annual Review

This agreement shall be reviewed annually in the form of a written analysis of the year's activities.

Signature	Signature
	Elmer C Bartels
Gregory R. Anrig Commissioner Massachusetts Department of Education	Elmer C. Bartels Commissioner Massachusetts Rehabilitation Commission
Date: January 31, 1990	Date: 5/18/90

MEMORANDUM OF AGREEMENT

Between: David Cronin, Associate Commissioner
Division of Occupational Education
and
Roger W. Brown, Associate Commissioner
Division of Special Education

RE: A five year effort aimed at increasing occupational education opportunities for students with special needs, (Chapter 766 eligible) ages 14-21, through collaborative funding for the expansion and/or modification of existing occupational education programs or the design and implementation of specialized occupational education programs.

The parties hereby agree:

- That starting in Fiscal Year 1980 and for the years thereafter through Fiscal Year 1984, an increasing source of funds may be created. In Fiscal Year 1980, 3.4 million dollars is identified for the purpose of expanding occupational education opportunities for the handicapped. The Division of Special Education will allocate 2.0 million dollars and the Division of Occupational Education will allocate 1.4 million dollars to create the special source of funds for distribution in Fiscal Year 1980.

- That the creation of the special source of funds for expanding occupational education opportunities for students with special needs will be in addition to, and separate from, the Division of Occupational Education's continued emphasis to have handicapped students enrolled in programs funded under the regular allocation system.

- That-access to the special source of funds shall be through a special RFP and grant award procedure.

- That funds will be awarded on a state-wide competitive basis consistent with mutually developed guidelines that meet all appropriate requirements of P.L. 94-482 and P.L. 94-142.

- All grant applications made against this RFP must be received by the Department by April 30, 1979.

- Final recommendations for funding will be submitted to the State Board of Education at its June, 1979 meeting.

David F. Cronin
Associate Commissioner
Division of Occupational Education

Roger W. Brown
Associate Commissioner
Division of Special Education

INTERAGENCY AGREEMENT

MICHIGAN

COOPERATIVE AGREEMENT BETWEEN THE BUREAU OF REHABILITATION SPECIAL EDUCATION SERVICES AND VOCATIONAL-TECHNICAL EDUCATION SERVICES

Administrative Units:

Bureau of Rehabilitation
Special Education Services
Vocational-Technical Education Services

Date of Agreement: January, 1979

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

COOPERATIVE AGREEMENT BETWEEN THE BUREAU OF REHABILITATION, SPECIAL EDUCATION SERVICES AND VOCATIONAL-TECHNICAL EDUCATION SERVICES

The Michigan model for the delivery of vocational education services for handicapped persons is founded upon the premise that all handicapped individuals have available to them a free appropriate public education. Inherent in the provision of such programs and services is a basic commitment on behalf of the state agencies to provide the best set of services possible for handicapped persons by:

a. assuming primary responsibility for assisting local education agencies in the development and implementation of vocational programs and services to serve handicapped persons;

b. assuming that handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 (P.L. 93-112), and the Michigan Mandatory Special Education Act (P.A. 198), receive all appropriate services for which they are eligible; and

c. assuring that the rights of handicapped persons are protected in compliance with Section 504 of the Rehabilitation Act of 1973.

The delivery of a continuum of appropriate programs and services to handicapped individuals requires the cooperative efforts of Special Education, Vocational Education, and the Bureau of Rehabilitation. The cornerstone of this process is an integrated service delivery system as set forth in this inter-agency agreement which is based upon a mutual commitment and philosophy of placement of handicapped persons in the least restrictive environment and a commitment to the provision of coordinated services for the handicapped. Therefore, it is hereby agreed that the Michigan Department of Education Inter-agency Vocational Planning Group, composed of the Bureau of Rehabilitation, Special Education Services, and Vocational-Technical Education Services, will continue to cooperate in the development of programs designed to provide vocational education and job placement services for the handicapped. The agencies agree to accept the following responsibilities.

I. BUREAU OF REHABILITATION (BR)

A. BR will accept the responsibility for the provision of rehabilitation services for handicapped persons ages 16 and over who have voluntarily withdrawn from school. Where students are interested in returning to school, BR will confer with the school district of jurisdiction in an attempt to have structured within the district an educational or vocational education program that would lead to completion of an appropriate course of study.

B. BR is the accountable agent for coordination of post-secondary training and placement of handicapped persons ages 18 to 25 years who have completed an approved course of study and graduated from a public school program.

II. SPECIAL EDUCATION SERVICES AREA (SESA)

A. SESA will assure that each intermediate school district has developed a written plan which specifies the content of the course of study to be provided for handicapped persons whose disability is so severe that they cannot complete the regular education program.

B. SESA will develop guidelines and provide technical assistance to public education agencies to assure:

   1. special education students have been provided with prerequisite personal adjustment and prevocational skills prior to being referred to vocational education.

   2. placement of handicapped persons in vocational education programs is based on the individual education plan.

C. SESA will encourage public agencies to have vocational education and vocational rehabilitation staff involved in the writing of the individual education program, wherever appropriate.

D. SESA will provide inservice training and technical assistance to special education work study coordinators making them aware of services available from the Bureau of Rehabilitation and the requirements for eligibility for such services.

III. VOCATIONAL-TECHNICAL EDUCATION SERVICES AREA (VTES)

A. VTES special needs funds may be used to support secondary special education students in adaptive vocational education programs. As funds are available, special needs funds may be used to support post-secondary vocational programs for the handicapped and special vocational education programs.

B. VTES will be responsible for funding the support services for handicapped persons in the regular vocational education program.

C. VTES will require that all special needs projects for in-school handicapped persons are reviewed by the intermediate director of special education to assure that the programs are consistent with the intermediate plan and designed to meet the specific needs of handicapped persons within the intermediate district.

D. VTES will require that all handicapped persons served in a post-secondary program have been provided with an individual written rehabilitation plan from the Bureau of Rehabilitation. It will be the responsibility of certified rehabilitation staff to verify to VTES the following:

   1. That there are sufficient handicapped students enrolled in the institution to benefit from the specific training protrams identified in the plan.

   2. That students have been appropriately evaluated and have been determined eligible for rehabilitation services.

It is jointly agreed that the agencies shall develop and issue an interagency memorandum to all public education agencies and rehabilitation offices specifying the procedures for cooperatively developing interagency services, the procedures for jointly serving handicapped persons, and the types of services that will be available from each agency.

It is further agreed that each agency will assign at least one staff person who will be responsible for coordinating the development of the interagency program, for providing state leadership, rendering inservice training, developing inservice training materials, and providing technical assistance to public education agencies and rehabilitation personnel.

BUREAU OF REHABILITATION

By: ______________________
Associate Superintendent

Date: 1/18/9

SPECIAL EDUCATION SERVICES AREA

By: [illegible]
Director

Date: [illegible]

VOCATIONAL-TECHNICAL EDUCATION SERVICES AREA

By: ______________________
Director

Date: 1-18-79

INTERAGENCY AGREEMENT

MONTANA

AGREEMENT OF COOPERATION

Administrative Units:

Office of Public Instruction
Special Education Unit
Vocational Education-Special Needs Unit
Department of Social and Rehabilitative Services
Developmental Disabilities Division
Rehabilitative Services Division
Visual Services Division

Date of Agreement: August, 1979

**LEADERSHIP TRAINING INSTITUTE/
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College of Education
University of Illinois
at Urbana-Champaign

Montana's
AGREEMENT OF COOPERATION
Among the
OFFICE OF PUBLIC INSTRUCTION (OPI)
Special Education Unit
Vocational Education-Special Needs Unit
DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES (SRS)
Developmental Disabilities Division (DDD)
Rehabilitative Services Division (RSD)
Visual Services Division (VSD)

1. GENERAL STATEMENT OF PHILOSOPHY

Montana schools established classes for physically and mentally handicapped students several years ago. An appreciable number of these pupils are in need of special services. The essence of this cooperative agreement is to mobilize all resources, in particular OPI and SRS on behalf of vocationally handicapped students to bring those students to their optimum functioning level. Each agency retains sole responsibility for final decisions relative to eligibility for, and the nature and scope of services to be purchased by the agency.

In this non-contracted arrangement, the following responsibilities are necessary for the successful delivery of services to vocationally handicapped students in local education agencies.

This agreement is simply a non-binding statement of understanding among all parties involved. All parties shall mean the Vocational Education-Special Needs Unit, The Special Education Unit, The Rehabilitative Services Division (RSD), The Visual Services Division (VSD), and The Developmental Disabilities Division (DDD).

II. RESPONSIBILITIES

A. ALL PARTIES AGREE TO:

1. Encourage local education agencies to hold periodic joint staff meetings involving counselors, supervisor, principals, special education teachers, vo-ed teacher, DDD staff and others to exchange information and create a better understanding of their respective services.

2. Invite a representative of the other party, or agency to serve on any existing advisory council.

3. Promote educational and public informational programs to create a better public understanding of the respective services of the two (2) departments (OPI & SRS).

4. Abide by and comply with Sections 503 and 504 of the Rehabilitation Act of 1973 (PL 93-112) and those portions of the Education for all Handicapped Children Act (PL 94-142) and the Vocational Education Act of 1976 (PL 94-482).

5. Safeguard client information: The use or disclosure by any party of information concerning a client in violation of any rule of confidentiality or for any purpose not directly connected with the administration of the Department's responsibilities with respe t to purchased services hereunder is prohibited, except on written consent of client, his attorney, and/or his responsible parent or guardian.

6. All parties agree to invite members of other parties to appropriate in-service training.

B. THE OFFICE OF PUBLIC INSTRUCTION, SPECIAL EDUCATION UNIT AGREES TO:

1. Administer the special education phase as distinguished from all other parties in this agreement. The local school district is responsible for the staff person hired by the local district.

2. Assist the local school districts in meeting the educational needs of all handicapped students who require a special program.

3. Facilitate local school districts referring all special students considered to be eligible and feasible for services to appropriate parties to his agreement via the child study team in accordance with those agencies' eligibility criteria.

4. Encourage local school districts, via the child study team, to provide the necessary diagnostic information that establishes eligibility for services from appropriate agencies. Therefore, all parties to his agreement, upon reasonable notice at any reasonable time have access to records, if the parents or students (if of majority) sign a release particular to the local district.

C. VOCATIONAL EDUCATION - SPECIAL NEEDS UNIT AGREES TO:

1. Provide technical assistance to any state agency or school district involving vocational training of a handicapped student.

2. Provide funding to eligible agencies on a matching basis through established application procedures to initiate vocational training for the handicapped.

3. Cooperate with Special Education and related agencies in the development of an individual plan for a handicapped students.

D. THE DEVELOPMENTAL DISABILITIES DIVISION AGREES TO:

1. Assure participation of a representative of the division or of its providers on child study teams involving developmentally disabled clients, and assist with the development of appropriate individual plans.

2. Approve the nature and scope of services to be provided by or under contract to the Developmental Disabilities Division, as distinguished from services which are included in the local education agency.

3. Determine eligibility of all clients receiving developmental disabilities services as distinguished from special education or other generic services.

4. Accept referrals of those developmentally disabled individuals who need services as provided by the Developmental Disabilities Division over and above those services as provided by the local education agency.

5. Provide administrative, technical and consultative services as may be needed through the state and regional DDD staff.

6. Provide for the delivery of developmental disabilities services on a twelve month basis.

E. THE REHABILITATIVE SERVICES AND VISUAL SERVICES DIVISIONS MUTUALLY AGREE TO:

1. Assign when appropriate a general caseload counselor to any school district requesting the delivery of rehab services.

2. Approve the nature and scope of services to be provided by the rehabilitative Services Division/Visual Services Division as distinguished from services which are included in the school curriculum.

3. Determine eligibility of all clients receiving vocational rehabilitation services as distinguished from special education or special needs services. Those rehab eligible students who are judged to be severely disabled (as defined by a rehab/visual counselor) will be given a preference for services.

4. Authorize and approve all vocational rehabilitation expenditures necessary to the plan of operation.

5. Certify eligibility issue authorizations and formulate all Individual Written Rehabilitation Programs. The parties understand and agree that the eligibility of individuals to receive the purchased services shall be determined by RSD/VSD. Services can only be provided to handicapped individuals defined under the applicable provision of 45 CFR, Part 1361 as follows:

> Any individual who has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment and can reasonably be expected to benefit in terms of employability from vocational rehabilitation services.

Specifically, Visual Services eligibility is based on blindness or a visual impairment which causes a vocational handicap.

6. Accept referrals of those physically and/or mentally handicapped blind and/or visually impaired individuals who need vocational rehabilitation services over and above those services provided by the school system and to provide necessary services in accordance with the State Plan for RSD/VSD.

7. Provide administrative, technical and consultative services as may be needed through the state and district RSD/VSD staff.

8. Carefully monitor the wage and hour regulations as they apply to state and federal child labor provisions for school rehab clients in paid training sites.

9. Deliver rehab services year round, not excluding summer months.

This agreement will be annually reviewed and updated.

August 17, 1979
Date

James Golden
James Golden
Special Needs Consultant

Shirley Miller
Shirley Miller
Special Education Director

Peggy T. Fields
Peggy Fields, Adminstrator
Developmental Disabilities Division

W. R. Donaldson
W. R. Donaldson, Administrator
Rehabilitative Services Division

Joe Baumgardner
Joe Baumgardner, Administrator
Visual Services Division

INTERAGENCY AGREEMENT

NEVADA

AGREEMENT

Administrative Units:

State Board for Vocational Education
Nevada Department of Human Resources
Vocational Rehabilitation Division

Date of Agreement: June, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

STATE BOARD FOR VOCATIONAL EDUCATION
AND
NEVADA DEPARTMENT OF HUMAN RESOURCES
VOCATIONAL REHABILITATION DIVISION

AGREEMENT

This cooperative agreement is made and entered into by and between the Nevada State Board of Vocational-Technical Education, hereafter called "Vocational Education", and the Nevada Department of Human Resources: Rehabilitation Division, hereafter called "Rehabilitation Division", on behalf of the Bureau of Vocational Rehabilitation.

I. PURPOSE

Vocational Education and the Rehabilitation division both recognize the need for, and are mutually interested in, the establishment of cooperative efforts to provide needed services to handicapped citizens of Nevada.

Through vocational education, a handicapped individual in the State of Nevada may be permitted to prepare for the future by (1) cultivating individual capabilities for learning, (2) acting upon opportunities to increase basic knowledge and skill development, (3) experience coordination of multi-faceted resources, and (4) receive the encouragement necessary from the world of work in order to actualize a life that is meaningful and productive.

The purpose of this agreement shall be to:

a) develop and maintain an effective cooperative working relationship between Vocational Education and the Rehabilitation Division;

b) establish and maintain agreement and cooperation which will develop maximum utilization of the resources of each agency toward the provision of improved services to handicapped individuals in the State;

c) work cooperatively on the Nevada State Occupational Information Coordinating Committee for the development of an occupational information system to meet the common needs of planning and implementation of Vocational Education programs and those programs of the administering agencies under the Comprehensive Employment Training Act of 1973.

II. ADMINISTRATIVE RELATIONSHIPS

A representative from each agency shall be designated to collaborate in preparing amended and supplemental agreements, exploring resources for cooperative efforts in training and research, developing and utilizing interdisciplinary case staffing, and establishing controls and procedures that will effect satisfactory execution of this agreement. The individuals will evaluate procedures and working relationships and will realize the above objectives.

III. DELINEATION OF AREAS OF COOPERATION

A. Responsibilities of Vocational Education

1. Vocational Education shall provide information to the Rehabilitation Division on types of courses available, location, length, starting dates, and data relevant in counseling and referring handicapped individuals in such courses.

2. Vocational Education, through local educational agencies shall, where appropriate, arrange for the referral of handicapped persons enrolled in vocational education programs to the Rehabilitation Division for appropriate services.

3. Vocational Education shall seek consultation from the Rehabilitation Division in determining applicability of application projects from local educational agencies and institutions for objectives, programs, and evaluation methodologies related to handicapped individuals.

B. Responsibilities of the Rehabilitation Division

1. The Rehabilitation Division shall, where appropriate, refer handicapped clientele to local educational agency programs for vocational education.

2. The Rehabilitation Division shall inform Vocational Education of rehabilitation services and activities which have an impact upon vocational education of handicapped individuals.

3. The Rehabilitation Division shall seek consultation from Vocational Education in the review of project applications and client-centered programs related to vocational education of handicapped individuals.

4. The Rehabilitation division shall appoint a representative to the Nevada State Occupational Information Coordinating Committee for the purposes described under Section 161 of Public Law 94-482.

IV. MISCELLANEOUS

A. All provisions of this agreement shall become effective immediately on signature of persons shown below.

B. This agreement shall be reviewed each year on May 1, and any changes or amendments will be by mutual consent.

APPROVED:

Date: 6/21/79 BY: Ted Sanders
Executive Officer, State Board for Vocational Education

Date: 6-20-79 BY: Del Frost
Administrator, Department of Human Resources: Rehabilitation Division

Date: 6/13/79 BY:
State Director, Vocational-Technical Education

Approved as to form:

BY: SAMUEL P. McMULLEN
DEPUTY ATTORNEY GENERAL
JUNE 21, 1979

INTERAGENCY AGREEMENT

NORTH DAKOTA

INTERAGENCY COOPERATIVE AGREEMENT

Administrative Units:

State Board for Vocational Education
Department of Public Instruction
Division of Instruction, Special Education
Social Services Board of North Dakota
Division of Vocational Rehabilitation

Date of Agreement: July, 1980

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

NORTH DAKOTA INTERAGENCY
COOPERATIVE AGREEMENT

between

the
State Board for Vocational Education

the
North Dakota Department of Public Instruction
Division of Instruction, Special Education

and
Social Services Board of North Dakota
Division of Vocational Rehabilitation

Effective Date
July 1, 1980

This product was developed and printed
through the assistance of the Midwest
Regional Resource Center, Drake University,
Des Moines, Iowa

This project has been funded at least in part with Federal funds from the Department of Health, Education and Welfare under contract number 300-78-0023. The contents of this publication do not necessarily reflect the views or policies of the Department of Health, Education and Welfare, nor does mention of trade names, commercial products or organizations imply endorsement by the U. S. Government.

I. Purpose of Agreement

Federal and state legislation requires that agreement between agencies be consummated to deliver services to handicapped persons. Inherent in the provision of such programs and services is a basic commitment on behalf of the state agencies to provide the best set of services possible for handicapped persons by:

A. assuming primary responsibility for assisting local education agencies in the development and implementation of services to serve handicapped persons;

B. assuming that handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 (P.L. 93-112), as amended, and the North Dakota Century Code (Chapter 15-59), receive all appropriate services for which they are eligible; and

C. assuring that the rights of handicapped persons are protected in compliance with Section 504 of the Rehabilitation Act of 1973.

The delivery of a continuum of appropriate programs and services to handicapped individuals requires the cooperative efforts of Special Education, Vocational Education, and Vocational Rehabilitation. The cornerstone of this process is an integrated service delivery system as set forth in this interagency agreement which is based upon a mutual commitment and philosophy of placement of handicapped persons in the least restrictive environment and a commitment to the provision of coordinated services for the handicapped.

II. Roles and Functions of State Agencies: State Board for Vocational Education, the Department of Public Instruction, Division of Instruction, Special Education, Social Service Board of North Dakota, Division of Vocational Rehabilitation

A. Division of Vocational Rehabilitation is the designated state unit responsible for providing vocational rehabilitation services necessary for preparing and assisting eligible disabled individuals to engage in a gainful occupation. Priority of services is given to the most severly disabled.

B. The State Board for Vocational Education is the sole state agency responsible for the administration and supervision of vocational programs operated and funded with federal and state appropriations. Appropriations are used to make vocational training available to citizens of North Dakota.

C. The Department of Public Instruction is the state agency responsible for the administration and supervision of special education programs operated and funded by federal and state appropriations.

Appropriations are used to make special education programs available to all handicapped persons, age 6 through 21 (3 through 5 years of age permissive).

D. All three agencies agree to:

1. provide public school personnel, rehabilitation counselors and local vocational education personnel with information on services and functions of each cooperating state agency;
2. provide inservice training for the cooperating agencies to increase knowledge of each agency's activities and responsibilities;
3. develop and share a coordinated process for identification, location, evaluation, and placement of persons in need of special or prolonged assistance;
4. share information pertaining to funding responsibilities;
5. maintain the confidential character of personally identifiable information exchanged between the agencies and insure such information will be used only for the purpose for which it was made available;

as reviewed and delineated annually in the Implementation Plan.

III. Service Capabilities: Vocational Education, Special Education, and Vocational Rehabilitation

It is hereby agreed that Special Education, Vocational Education, and Vocational Rehabilitation will continue to work together to improve services for the handicapped.

A. The Local Education Agencies are responsibile to assure that all students are provided with appropriate academic and/or vocational education programs. The Local Education Agency is responsible to provide an individualized plan for each handicapped student requiring alternative curriculum options. Interagency funding (special education, vocational education, and/or vocational rehabilitation) may be required to carry out a continuum of services.

Where it is suspected that an impairment or health problem will cause a barrier to employment, the Local Education Agency will initiate and Vocational Rehabiliation will accept a referral and help such eligible students plan for post-school training and employment.

B. It is the policy of Vocational Education that special education students must have equal opportunity to access regular vocational education programs. Vocational Education funds will also be used to support secondary special education students in modified vocational education programs.

A special education eligible student may not be served in a vocational education program unless vocational education has been involved in the development of the Individualized Education Program.

1. The student's Individualized Education Program must contain performance objectives based upon preparation for entry level employment.
2. Modified curriculum and instructional methods must be developed to meet the individual needs of the special education eligible student.

Vocational Education funds will also be used to support post-secondary and adult vocational programs for handicapped persons.

C. Special Education and Vocational Education staff will have joint responsibility for handicapped students whose disability precludes completion of the normal course of study and must have access to a modified program. Vocational Rehabilitation will provide supportive services needed to help the handicapped student succeed in the modified program.

D. Vocational Rehabilitation is the accountable agent for coordinating post-school training and placement of each eligible handicapped person.

III. (continued)

E. Vocational Rehabilitation has the responsibility for the provision of rehablitation services to eligible handicapped persons who have not completed an approved course of study, but who have withdrawn from a local program. Where students are interested in returning to school, Vocational Rehabilitation will confer with the school district of jurisdiction in an attempt to have structured within that district an educational or vocational training program that would lead to the completion of an approved course of study.

F. Vocational Rehabilitation, Vocational Education, and Special Education agree to collaboratively develop and execute the Individualized Education Plan and Individualized Written Rehabilitation Plan.

IV. Matrix of Agency Services

Following are the services that may be provided in the respective areas, as designated:

	Special Education	Vocational Education	Vocational Rehabilitation
A. Find Activities			
Public Awareness	X	X	X
Mass Screening	X	X	X
Individual Screening	X		X
B. Obtaining Consent for Referral	X	X	X
C. Referral to Assessment			
Internal Referral	X	X	X
Consent to Share Information	X	X	X
Cross Referral	X	X	X
Obtain Consent to Assess	X	X	X

IV. (continued)

	Special Education	Vocational Education	Vocational Rehabilitation
D. Assessment			
Psychological/Behavioral	X		X
Social/Home/Peer	X		
Educational	X	X	X
Medical Diagnosis to Determine Eligibility	X		X
Speech and Language	X		X
Prevocational (Interest/ Aptitude)	X	X	X
E. Vocational and Work Evaluation	X	X	X
F. Individualized Program Planning			
IEP	X	X	X
IWRP	X	X	X
G. Program Services			
Occupational Skills Instruction	X	X	X
Academic/Vocational Supporting Instruction	X	X	X
Counseling-Academic Adjustment	X	X	X
Counseling-Personal Adjustment	X	X	X
Counseling-Vocational Adjustment	X	X	X
Medical Services Other Than Diagnostic			X
Psychiatric/Psychological Therapy	X		X
Aids/Devices, etc. Individually-owned			X
Aids/Devices, etc. for learning and job training site accommodations	X	X	X
Interpreter and Reader Services for Personal Use or Home Study			X

IV. (continued)

	Special Education	Vocational Education	Vocational Rehabilitation
G. (continued)			
Interpreter and Reader Services for Learning and Job Training Site Accommodations	X	X	X
Other Related Services, i.e., O.T., P.T.	X		X
Speech Therapy	X		X
Curriculum Modification	X	X	X
Job Development	X	X	X
Job Placement	X	X	X
Post-employment Services		X	X
Occupational Services (tools, equipment, etc.) Individually-owned			X
Family Support Services	X	X	X
Transportation	X		X
Subsistence while in post-secondary training			X
H. Architectural Barrier Removal			
Individual/Home Accommodations			X
Earning Site Accommodations	X	X	X
Job Training Site Accommodations	X	X	X

V. Areas of Primary Responsibility: Instructional Training Components, Age, Grade and Program

Instructional Training Components	Age Range *	Level	Program Responsibility
Personal Adjustment	*	Preschool through Secondary	Special Education and General Education
Prevocational	*	Intermediate through Secondary	Special Education and General Education
Vocational	*	Secondary	Special Education and Vocational Education
Vocational	*	Post Secondary	Vocational Education and Vocational Rehabilitation
Vocational	*	Adult	Vocational Education and Vocational Rehabilitation

*NOTE: According to Special Education guidelines, students must be served age 6 - 21 (3 - 5 years permissive).
Vocational Education and Vocational Rehabilitation generally serve secondary, post-secondary, and adult persons.

VI. Implementation Plan

This section reflects the guidelines for planning and implementing this agreement at the state and local level. It consists of five sections: A) Definition and Responsibility of state level and interagency steering committees, B) Training for the Implementation of this Agreement, C) Monitoring, D) Feedback, and E) Annual Review.

A. Definitions and Responsibilities

1. The North Dakota Interagency Steering Committee will consist of one representative from each of the following: the State Board for Vocational Education; the North Dakota Department of Public Instruction, Division of Instruction, Special Education; the Social Service Board of North Dakota, Division of Vocational Rehabilitation.

   The members will rotate the responsibility of chairing the Interagency Steering Committee on a yearly basis. The chairperson of the State Steering Committee will be responsible for scheduling meetings between the three state committee members as defined in this agreement.

2. The Local Interagency Committees will consist of one representative of each of these three agencies; e.g. the Special Education Director or Program Coordinator, the Vocational Rehabilitation Regional Administrator and the Vocational Education Director. The members will rotate the responsibility for chairing the Local Interagency Committee on a yearly basis. The chairperson at the local level will have the responsibility to call an Interagency meeting for the purpose of developing plans, reviewing feedback, refining plans as needed, and determining what assistance the local committee may need to request of the State Steering Committee.

3. In order to facilitate coordination between the State Interagency Steering Committee and the Local Interagency Steering Committee, the responsibility for chairing the committee at the state and local level will be with the same agency.

B. Training for the Implementation of this Agreement

1. Training for local personnel to develop local planning will be provided by the North Dakota Interagency Steering Committee beginning in the Fall of 1980.

VI. (continued)

Trainees will consist of Vocational Rehabilitation Regional Administrators, Directors of Special Education and Program Coordinators, Vocational Education Directors or Principals where Vocational Education Directors do not exist, Deans of Vocational Education and Post-Secondary Vocational Education Directors, Local Guidance Counselors and representatives of the North Dakota State Schools.

Training will take place on a regional basis. For the purpose of this agreement, the regions will coincide with the eight state planning regions.

2. Local agency personnel of Vocational Education, Special Education and Vocational Rehabilitation will submit within their present annual plan format, in accordance with the present established procedures by each respective state agency, documentation of the existence of local interagency cooperative planning for services to handicapped persons. If no interagency cooperation exists, the annual plan will define steps to be taken for the development of local interagency cooperative planning for these services.

C. Monitoring

1. Monitoring will take place via the present monitoring system employed by each of the respective agencies. State level efforts for inclusion of interagency representation on the monitoring teams will continue.

2. Revisions of the existing monitoring forms presently used by the respective state agencies will be made in order to more accurately reflect interagency cooperation efforts at the local level.

3. Each region will be monitored at least once every three years. In the initial effort of this agreement, each region will be monitored once a year with the purpose of the monitoring directed to interagency cooperation at the local level.

VI. (continued)

D. Feedback

1. Using information obtained from review of annual plans, monitoring forms and on-site visits, the state interagency steering committee will provide feedback to the local areas through the local chairpersons. Written feedback will be provided only when the state steering committee observes the need for changes at the local level.

2. Feedback regarding the interagency efforts between the three agencies at the state and local level will be provided from the State Steering Committee to the appropriate state agency personnel of Vocational Education, Vocational Rehabilitation, and Special Education and to the North Dakota Legislature, as needed.

E. Annual Review

The North Dakota Interagency State Steering Committee will evaluate annually the interagency efforts of the preceding year and plan for the following year. This planning would address the need for: revisions in the agreement; training at the local/regional levels; resolutions of problems/issues which have been identified; integration of data processing systems for the purpose of facilitating interagency coordination and resource sharing, etc.

VII. Agreement Assurances

A. Planning Cycles and Interagency Linkages

Representatives of Vocational Education, Special Education, and Vocational Rehabilitation will meet periodically throughout the year as needed in order to develop a close working relationship on the mutual problems outlined in this agreement and to add to and improve their respective contributions to the handicapped. Expected results include more appropriate placement, education and training of handicapped individuals.

The provisions of this agreement shall be considered ongoing, subject to annual review.

B. Complaint Procedures

Each agency will designate a representative to receive client and consumer complaints. Procedures for reviewing and investtigating complaints are as follows:

1. Upon receiving a complaint, the representative of the affected agency or agencies will be notified in writing.

2. Regardless of which agency receives the complaint, when the complaint is against one agency only, it will be dealt with in the manner prescribed in that agency's State Plan.

3. When more than one agency is involved, the complaint will become a shared responsibility with each agency addressing that portion or portions which pertain specifically to that particular agency.

4. In instances where complaints or parts of a complaint are overlapping in nature and not clearly the responsibility of one agency, it will become a shared responsibility. Resolution of the situation will be accomplished in a cooperative effort by the representatives of the affected agencies.

C. Statement of Confidentiality

Various laws and regulations govern the sharing of personal information. Legislation and regulations applicable to education records allow rather free access by the individual to his/her own records. Many programs will share information with other agencies under conditions that such information will not be further divulged. Case files often contain information from a variety of sources, some of whom do

VII. (continued)

restrict further release. Until these problems can be worked through, agencies may permit the sharing of information only on a selective basis in accordance with State policies and Federal regulations.

The North Dakota Department of Public Instruction, Division of Instruction, Special Education, and the Social Service Board of North Dakota, Division of Vocational Rehabilitation, assure compliance with confidentiality safeguards as addressed in their respective State Plans.

D. Due Process

Procedural safeguards are addressed in detail in the State Plans prepared by each agency. For the purposes of this interagency agreement each agency reaffirms the right of due process and other procedural safeguards in their respective State Plans.

E. Compliance with Principal Legislation

The North Dakota Department of Public Instruction, Division of Instruction, Special Education, the Social Service Board of North Dakota, Division of Vocational Rehabilitation, and the State Board for Vocational Education, assure compliance with North Dakota State Statutes and Federal law including:

a. Part B of the Education for the Handicapped Act (EHA) as amended by Public Law 94-142; and

b. The Vocational Rehabilitation Act (Public Law 93-112) as amended; and

c. Vocational Education Act as amended by Title II of Public Law 94-482 (the Education Amendments of 1976).

IN WITNESS WHEREOF, the parties have executed this agreement on

this [illegible] day of [illegible], 1980.

Thor N. Tangedahl, A.C.S.W.
Executive Director
Social Service Board of North Dakota

James O. Fine

James O. Fine
Executive Director
Division of Vocational Rehabilitation

Howard J. Snortland
Superintendent
Department of Public Instruction

Rodger A. Miller gg.

Rodger A. Miller
Director of Special Education
Department of Public Instruction

Carrol E. Burchinal
State Director and Executive Officer
State Board for Vocational Education

I have reviewed this cooperative interagency agreement between the State Board for Vocational Education; the Division of Instruction, Special Education of the Department of Public Instruction; and the Division of Vocational Rehabilitation of the Social Service Board of North Dakota, and approve it.

Arthur A. Link

Arthur A. Link, Governor
State of North Dakota

INTERAGENCY AGREEMENT

OHIO

MEMORANDUM OF UNDERSTANDING BETWEEN THE OHIO DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION, DIVISION OF VOCATIONAL EDUCATION AND THE OHIO REHABILITATION SERVICES COMMISSION

Administrative Units:

Ohio Department of Education
Division of Special Education
Division of Vocational Education
Ohio Rehabilitation Services Commission

Date of Agreement: November, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
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BYRL R. SHOEMAKER, EXECUTIVE DIRECTOR
VOCATIONAL AND CAREER EDUCATION AND
SCHOOL FOOD SERVICE
907 OHIO DEPARTMENTS BUILDING

#79-37

November 5, 1979

TO: SUPERINTENDENTS: City, County, Exempted Village, Local, JVS and Nonpublic School Districts, Rehabilitation Services Commission Central and Field Offices, State Institutions, and 169 County Boards of Mental Retardation

SUBJECT: MEMORANDUM OF UNDERSTANDING BETWEEN THE OHIO DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION, DIVISION OF VOCATIONAL EDUCATION AND THE OHIO REHABILITATION SERVICES COMMISSION

In October, 1977, the U.S. Commissioner of Education and the Commissioner of Rehabilitation Services issued a joint memorandum of collaboration between education and vocational rehabilitation agencies. The purpose of their memorandum of collaboration was the following:

> "To assure that handicapped persons eligible for services under the Education for All Handicapped Children Act of 1975 (P.L. 94-142), Vocational Education Amendments of 1976 (P.L. 94-482), and the Rehabilitation Act of 1973 (P.L. 93-112) receive all appropriate services for which they are eligible.
>
> To assure that all agencies administering these laws understand that eligibility under one law should not, in and of itself, result in a denial of complementary services under another of the laws. To assure that the federal agencies involved are fully committed to aiding state and local agencies engaged in coordinated service delivery for handicapped persons."

The Ohio Department of Education and the Ohio Rehabilitation Services Commission began to implement various activities to establish a system that would identify agency responsibilities for joint pursuit of Individualized Education Program (IEP) and Individualized Written Rehabilitation Program (IWRP). The following joint memorandum of understanding has resulted.

I. Definition of Eligibility and Description of Services that can be Provided Under Each Law:

A. Ohio Department of Education, Division of Special Education (ODE/DSE)

1. Eligibility criteria for each handicapping condition are defined by program area in State Program Standards for Special Education (3301-51-01 through 08).

   Program Standards are available from the Division of Special Education, 933 High Street, Worthington, Ohio 43085.

2. The following are examples of special education instructional services that can be provided to assist handicapped students:

   a. Career awareness activities directed toward making the handicapped student aware of himself and/or careers in the world of work.

   b. Career exploration activities in which handicapped students begin to sample and engage in experiences related to specific careers.

   c. Pre-vocational activities to provide handicapped students "hands-on" experiences in the development of basic occupational skills.

   d. Basic development of academic skill activities to provide handicapped students with adaptability skills needed for socio-economic integration into society.

   e. Job seeking, job getting, and job holding skills development activities that would give a student the opportunity to develop and practice such skills in real or simulated situations.

   f. Staff development activities that provide vocational education and special education teachers with special competencies for preparing handicapped students to enter the world of work.

   g. Career and vocational training for handicapped students, including special training needed to augment the vocational education being provided.

   h. Work-Study Programs. (Hearing Impaired Children, Crippled Children, Visually Impaired Children, Educable Mentally Retarded Children) (3301-51-01, 02, 03, and 07).

3. The following are examples of special education related services that can be provided to assist a handicapped child to benefit from special education.

   a. Diagnostic medical evaluations to determine eligibility for special education (3301-51-01 through 06).

b. Physical and Occupational Therapy for Crippled Children (orthopedically and other health impaired) (3301-51-02).

c. Speech, Language and Hearing Services (speech disorders, comprehensive and expressive language disturbances, voice disorders, stuttering, and hearing deficits) (3301-51-08).

d. Student Reader Service for Visually Impaired Children (3301-51-12).

e. Boarding Homes for Physically Handicapped Children (3301-51-12).

f. Guide Service for Visually Impaired Children (3301-51-12).

g. Attendant Service for Cripple Children (3301-51-12).

h. Transportation for Handicapped Children to special or regular education classes (3301-51-10 and 14).

i. Orientation and Mobility Instruction for Visually Impaired Children (3301-51-03).

j. Psychological Services for Handicapped Children (3301-51-09).

B. Ohio Department of Education, Division of Vocational Education ODE/DVE

1. The Division of Vocational Education through its State Plan for Vocational Education Object 5 established the Goal: To provide vocational education programs for high school students. These include programs to prepare for advanced or higher skills post-secondary vocational and technical educational programs;--and for handicapped persons, who because of their handicap, cannot succeed in a regular vocational education program without special educational assistance or who require a modified vocational education program.

   Instruction in Vocational Education is organized under nine (9) Vocational Education Services: Agriculture, Business and Office, Distributive, Health Occupations, Home Economics, Trade and Industries, Career, and Special Needs and Technical. Instruction in each Vocational Education Service is then further organized into a number of specific instructional areas. This systematic organization of the instructional program for vocational purposes is called a Taxonomy of Vocational Education.

   Descriptions of the Taxonomies of Vocational Education are available from the division of Vocational Education, Room 907, Ohio Departments Building, 65 south Front Street, Columbus, Ohio 43215.

2. The following are examples of vocational education instructional services that can be provided to assist handicapped students:

    a. A career continuum of motivation, orientation, exploration and entry job skill development.

    b. Adjustment activities to provide handicapped students with basic "hands-on" experiences that need to be acquired to develop the appropriate skills in a selected Vocational Education program.

    c. The development of appropriate vocational employability skills which include the acquisition of technical skills and knowledge, attitudes, values, and work behaviors consistent with requirements of the world of work.

    d. The development of staff inservice activities that provide vocational and special education teachers with special competencies for delivering the instructional process to handicapped students.

    e. The development and application of appropriate instructional units and teaching strategies toward vocational objectives.

    f. Vocational counseling, job development, job placement, and follow-up service that will assist handicapped students obtain and maintain jobs appropriate to their abilities and interests.

3. Through the Special Needs Service of the Division of Vocational Education, the following examples of related services can be provided to assist a handicapped student benefit from Vocational Education instruction:

    a. Teaching aides (personnel) can be supported to assist with the delivery of an instructional program.

    b. Provide evaluations and evaluation laboratories to assess and identify the individuals' skills and abilities and to determine and appropriate program placement.

    c. Provide adjustment laboratories through which the handicapped students may develop or increase their work potential.

    d. Provide transportation to and from appropriate instructional sites.

    e. Support and/or provide for special media instruction, personnel and/or materials, to assist sensory impaired individuals, such as interpreters for deaf persons or special reading and hearing devices for the blind.

f. Support and/or provide for the acquisition and utilization of specialized equipment to enable the orthopedically limited individual to participate in a selected program.

g. Develop and provide developmental and remedial reading and mathematical services.

h. Support positions of instructional and related service coordination and supervision.

4. Eligibility

Vocational Education Special Needs Services are available to youth and adults enrolled in secondary and/or adult public education programs. Vocational Education Special Needs Services are principally mandated to serve persons 16 years of age and older. Handicapped persons eligible for service are those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled (orthopedically impaired) or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition cannot succeed in the regular vocational education programs without special education assistance or who require a modified vocational education program.

C. Ohio Rehabilitation Services Commission (ORSC)

1. Eligibility

Eligibility for vocational rehabilitation services will be determined by ORSC. Eligibility is based upon the presence of a physical or mental disability which, for the individual, constitutes or results in a substantial handicap for employment. Vocational rehabilitation services may reasonably be expected to benefit the individual in terms of employability in either a competitive or non-competitive occupational setting.

2. The community-based vocational rehabilitation services provided by ORSC include, but are not limited to:

a. The following examples of diagnostic services which may be provided to aid in determining eligibility for rehabilitation services.

(1) Medical, to determine the general health condition and/or special examinations in the field of the disability.
(2) Psychological examination for evaluation and/or establishing eligibility,
(3) Vocational, which may be supplemented by vocational testing and/or work evaluation (work sampling) in a rehabilitation facility.

b. Counseling, planning, and assisting the applicant in choosing a practical and realistic vocational objective which is commensurate with his/her capacities.

c. Personal adjustment training to contribute toward the attainment of vocational objective(s).

    (1) To assist the individual in acquiring personal attitudes and skills to function effectively on the job,
    (2) To develop or increase work tolerance,
    (3) To develop work habits and orient the individual to the world of work.
    (4) To develop skills for the purpose of compensating the loss of a member of the body or sensory function such as mobility and activities of daily living for a visually impaired individual.
    (5) To train an individual in the use of artificial limb(s), hearing aids, low vision aids, and technological devices.

d. Placement on a job commensurate with the physical and mental capacities and skills.

e. Follow-up on the job placement, to insure that the rehabilitated person is performing satisfactorily.

D. The following rehabilitation services may be subject to financial need:

1. Vocational training secured by ORSC wherever available (including public and private vocational and technical schools, colleges or universities, and on-the-job training) except training provided by school districts and community training services contracted for by school districts.

2. Physical restoration determined by the Field of Medical Consultant of Ophthalmological Consultant to remove or substantially reduce disability as part of an Individualized Written Rehabilitation Program (IWRP) to achieve a vocational objective. Typical examples of physical restoration services are:

    a. Surgery, including hospitalization, (ORSC does not provide surgery of an experimental or emergency nature),
    b. Artificial limb(s) (prostheses) on the recommendation of a physician trained in amputee fitting,
    c. Eyeglasses, if part of a rehabilitation program,
    d. Hearing aids, if part of a rehabilitation program,
    e. Technological devices (TTY's, Opticon, including low vision aids) if part of a rehabilitation program,
    f. Braces (orthotic devices), if part of a rehabilitation program and on the recommendation of a qualified physician who is trained in prescribing bracing.

3. Additional assistance may include such services as:

   a. Training supplies and books if required for vocational training.
   b. Maintenance and transportation only during ORSC-sponsored treatment or training program as part of the rehabilitation program.

E. Agreements and Recommendations

1. Operational Strategies

When a student is identified as potentially eligible for vocational rehabilitation services, education and vocational rehabilitation agencies should work together on determining what, and how, services are to be provided. In most cases, joint involvement would begin during the student's junior year in high school.

If an individual formally withdraws from school, ORSC may purchase and provide the full range of vocational rehabilitation services as appropriate to the need of the individual. Under these circumstances, the ORSC counselors may also provide supportive counseling and effots to facilitate the individual's return to the school for completion of available (special) education programming.

2. Individual Programs

Individualized Written Rehabilitation Programs (IWRP) which are required for vocational rehabilitation clients and Individualized Education Programs (IEP) which are required for Special Education students are similar in position and approach. Coordinating the preparation and execution of individual programs offers and excellent focus for joint delivery of individual services.

When the IEP and/or the IWRP may identify implications of Vocational Education development and when the handicapped individual has reached an appropriate age for entry and placement into a vocational program the vocational educator should become involved in the IEP/IWRP program planning and implementation process. Local vocational educators should be consulted and involved in the development of the vocational components of the IEP/IWRP implementation process.

School districts are encouraged to develop cooperative procedures to assure joint planning by school personnel and vocational rehabilitation personnel. This involvement can be accomplished during the annual review conference or the Individualized Education Program conference as identified in Standards for Special Education (3301-41-18).

3. Confidentiality

The parties agree that the confidentiality of all records and student/client identification information shall be maintained in accordance with current Federal and State laws, Federal Regulations, and the operating rules of each party.

4. Referrals

Formal referrals will be made to ORSC through school personnel (e.g. work-study coordinators, school counselors, vocational counselors, principals, vocational directors, nurse). Assigned vocational rehabilitation personnel will have regularly schedules contacts with the local schools, vocational facilities, and joint vocational schools (JVS) for referrals, case conferences and/or follow-up. The joint staffing conferences will be held on a regular and timely basis to determine the need for additional services. Formal referrals should be initiated at a time when the provision of continuous vocational rehabilitation services will result in community-based training or employment commensurate to the individual's level of vocational functioning.

School and rehabilitation personnel may wish to utilize the personnel of the Special Education Regional Resource Center (SERRC) to assist in the identification, referral and evaluation process. SERRC personnel may also conduct appropriate inservice training.

5. Consultation

ORSC personnel may provide consultation in the areas of vocational planning, educational programming, and availability of community resources. The ORSC may also assist school personnel through inservice training in the areas of understanding and working with handicapping conditions.

6. Review

The ORSC and the ODE/DSE/DVE will designate a liaison at the state level. These individuals will be responsible for on-going review of this memorandum.

Franklin B. Walter
Franklin B. Walter
Superintendent of Public Instruction
Ohio Department of Education

Cooper Sontag
Cooper Sontag
Administrator
Ohio Rehabilitation Services Commission

INTERAGENCY AGREEMENT

OKLAHOMA

OKLAHOMA INTER-AGENCY COOPERATIVE AGREEMENT

Administrative Units:

Department of Institutions, Social and Rehabilitative Services
Division of Rehabilitative and Visual Services
Department of Education
Special Education Section
Department of Vocational and Technical Education

Date of Agreement: July, 1979

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

OKLAHOMA INTER-AGENCY COOPERATIVE AGREEMENT

BETWEEN

THE DIVISION OF REHABILITATIVE AND VISUAL SERVICES
OF THE DEPARTMENT OF INSTITUTIONS, SOCIAL AND REHABILITATIVE SERVICES

AND

THE OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SECTION

AND

THE OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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I. INTRODUCTION

As a result of Federal and State legislation, there has been a great deal of concern expressed for the need to provide handicapped persons with an appropriate education in the least restrictive environment. The purpose of this interagency agreement is to deliver appropriate occupational preparation services to handicapped individuals at the secondary, post-secondary and adult level. Cooperation between and among agencies is necessary to insure the smooth transition of handicapped individuals from public education to appropriate gainful employment. Efforts to accomodate the handicapped in occupational preparation programs need to be intensified and expanded.

While numerous resources through public and private agencies have been available, surveys and studies show that many persons in Oklahoma are in need of special education, vocational education and vocational rehabilitiative services because of physical, mental or emotional impairment. Since no agency has all the necessary resources to adequately meet the needs of handicapped individuals, it is only through a concerted effort in interagency cooperation that handicapped individuals can be assured a full continuum of services beginning with public education and continuing through adult years.

The development and implementation of a cooperative service agreement at the State level is the first step in facilitating inter-agency cooperation. This agreement exemplifies the commitment of State level officials and facilitates the delivery of services at the local program level. This document presents a framework for and the procedures necessary to implement the delivery of coordinated services while maintaining flexibility as each agency delivers services to the handicapped. It is fully recognized that service delivery methods vary. Therefore, this agreement presents a broad approach to stimulating new efforts of cooperation between agencies which have as a common goals, the occupational preparation of handicapped individuals.

Since the provision of basic academic instruction is the responsibility of the State Department of Education, and vocational education continues to be the responsibility of the State Department of Vocational and Technical Education, the issue of current concern between education and rehabilitation falls in the area of "related services". However, "related services" may overlap certain VR services. A number of handicapped individuals under 21 years of age may be eligible for such services under all three programs at the same time. Age ranges and grade levels will vary depending on the level of need and the severity of handicap.

Although the programmatic goals are different, many of the services which may be offered under one program could, under certain circumstances, be provided by the other. It must be remembered, however, that terms and purposes are not always identical and that there will remain certain differences to be resolved at the local level within each agency's laws, regulations, priorities, and resources. The following principal legislative references that will be adhered to are:

1. Part B of the Education For The Handicapped Act (EHA) as amended by P.L. 94-142;
2. The Rehabilitative Act of 1973 (P.L. 93-112) and the Comprehensive Services and Developmental Disabilities Amendments of 1978 (P.L. 95-602);
3. The Vocational Education Amendments (P.L. 94-482).

II. SERVICES

Age ranges and grade levels will vary depending on the level of need or severity of handicap. The following service profile chart for occupational preparation includes minimal instructional components; age ranges, levels, and agency responsibility.

INSTRUCTIONAL COMPONENTS	AGE RANGE	GRADE LEVEL	RESPONSIBLE PROGRAM
Personal Adjustment (daily living skills)	11, 12, 13	6th, 7th, 8th	Special Education (with consultation from Vocational Rehabilitation)
Pre-Vocational Evaluation and Education	11, 12, 13	6th, 7th, 8th	General Education Special Education (with consultation from Vocational Education and Vocational Rehabilitation)
Vocational Training	14 and above 14 - 21 [1] 16 and above	9th - 12th 9th - 12th 9th - 12th	Vocational Education Special Education Vocational Rehabilitation
Job Placement and Follow-up	16 and above Program completers 16 - 21		Vocational Rehabiliation Vocational Education Special Education
[2] Adult Training			Vocational Rehabilitation Vocational Education

1. Eligibility for Vocational Rehabilitation Services is not based solely on age. However, agency policy states that clients should reach employment age by completion of the IWRP.

2. Drop outs are included in the adult training program.

III. SERVICE RESPONSIBILITY

Those services which are currently, traditionally, and legally the functions of special education will be provided under the administration and supervision of the local school district in cooperation with the Special Education Section of the State Department of Education. Those services which are currently, traditionally, and legally the responsibility of vocational education will be provided under the administration and the supervision of the local school district in cooperation with the State Department of Vocational and Technical Education. Those services which are currently, traditionally, and legally the function of rehabilitative services will be provided under the direction and supervision of The Division of Rehabilitative and Visual Services of the State Department of Institutions, Social and Rehabilitative Services.

In service programs of this type and scope, however, there are certain services to the physically, mentally and emotionally disabled and vocationally handicapped youth that are legally the responsibility of all three (3) agencies. The very nature of the problem and the common objectives make this so.

The following areas of responsibility provide for continuous and uninterrupted service through "common areas" without duplication. It is the intent of this agreement that no department will encroach upon the legal responsibilities of any other department.

A. SPECIAL EDUCATION

The Special Education Section of the State Department of Education agrees to the following:

1. To serve as a working member of the Oklahoma Inter-Agency Vocational Planning group;

2. To provide for the identification, locational, and evaluation of handicapped children;
   The term "handicapped children" means those children evaluated in accordance with regulations as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

3. To provide a free appropriate public education in the least restrictive environment;

The term "free appropriate public education" means special education and related services which:

Are provided at public expense, under public supervision and direction, and without charge;
Meet the standards of the State educational agency;
Include preschool, elementary school, or secondary school education; and
Are provided in conformity with an individualized education program which meets the requirements under State and Federal Regulations.

The term "least restrictive environment" means that each public agency shall insure:

That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped; and
That special classes, separate schooling or other educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplimentary aids and services cannot be achieved satisfactorily.

4. To provide an individual education program which includes special education and related services;

The term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, in physical education, home instruction, and instruction in hospitals and institutions.

The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under State standards.

The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

> The terms in this definition are defined as follows:
>
> "At no cost" means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program.
>
> "Physical education" is defined as follows:
>
> (a) The term means the development of:
>
> (1) Physical and motor fitness;
> (2) Fundamental motor skills and patterns; and
> (3) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
> (b) The term includes special physical education, adapted physical education, movement education, and motor development.

The definition of "special education" is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education.

The definiiton of "related services" also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services" and the child (because not handicapped) is not covered.

> The term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

5. To insure the procedural safeguards of handicapped children and their parents.

6. To provide career awareness activities directed toward making the handicapped student aware of himself and of careers in the world of work.

7. To provide career exploration activities in which handicapped students begin to sample and engage in experiences related to specific careers.

8. To provide basic academic skill development activities to provide handicapped students with adaptability skills needed for socio-economic integration into society.

9. To provide auxiliary aids, reader services for the blind, interpreters for the deaf and other related services as required.

10. To provide job seeking, job getting and job holding skills development activities that would give a student the opportunity to develop and practice such skills in real and/or simulated situations.

11. To provide staff development activities that provide vocational education and special education teachers with special competencies for preparing handicapped students to enter the world of work.

12. To provide career and vocational training for handicapped students, including special training needed to augment the vocational education being provided.

13. To provide Work-Study programs.

B. VOCATIONAL AND TECHNICAL EDUCATION

The State Board for Vocational and Technical Education agrees to the following:

1. To serve as a working number of the Oklahoma Inter-Agency Vocational Planning Group.

2. To provide vocational training and support services necessary to enable handicapped persons to prepare for employment. Eligible persons are those with educational handicaps who are in high school, those who have completed or left high school and are preparing to enter the labor market, and those who have entered the labor market, but need to upgrade their skills or learn new ones.

   Handicapped persons are defined as follows:

   Mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired; or other health impaired person or persons with specific learning disabilities; and who, by reason of the above requires special education and related services, and cannot succeed in the regular vocational education program without special education assistance; or requires a modified vocational education program.

3. To provide training for handicapped persons that will be of high quality, realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

4. To fund up to 50% of the costs of support services for handicapped persons in regular vocational programs as funds are available.

5. To fund up to 50% of the excess costs of training handicapped persons in modified vocational programs as funds are available.

6. To fund up to 50% of the costs of special vocational programs for the handicapped as funds are available.

7. To require that handicapped persons receiving special services provided by funds allocated from Section 110(a), P.O. 94-482, have an individual education plan (IEP).
(This Act also requires each State to expend at least 10% of its allotment under Section 102(1) for the cost of vocational education for handicapped persons.)

8. To recommend that vocational education representative act as a member of the planning team if vocational education is likely to be called for in the IEP of a student.

9. To provide information in regard to evaluation of vocational education programs for the handicapped.

10. To actively seek information and consult with personnel of the DISRS relative to handicapped persons in need for vocational training.

11. To furnish to the DISRS lists of handicapped persons who are completing vocational training courses, type of training completed, and level of achievement.

12. To provide the DISRS information in regard to evaluation of vocational training programs for the handicapped.

13. To extend, improve, and where necessary, maintain existing programs of vocational education.

14. To develop new programs of vocational education.

15. To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes.

16. To provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis.

C. REHABILITATIVE AND VISUAL SERVICES

The Rehabilitative and Visual Services Division of DISRS agrees to the following:

1. To serve as a working member of the Oklahoma Inter-Agency Vocational Planning Group.
2. To accept referrals of physically, mentally, and emotionally disabled and vocationally handicapped individuals who are enrolled in the local high schools.
3. To provide for services for purposes of determining Rehabilitative Services eligibility and for carrying out the Individualized Written Rehabilitation Program (IWRP). The following criteria are adhered to:
    a. Eligibility for rehabilitative services will be based upon:
        1. the presence of a physical, mental or emotional disability which for the individual constitutes or results in a substantial handicap to employment; and
        2. a reasonable expectation that rehabilitative services may benefit an individual in terms of employability.

    b. The age of an individual, in and of itself, will not be the deciding factor in eligibility determination. Rather, age relevancy is the point in life when vocational planning, preparation, and a continuum of services (including services to determine rehabilitation potential and establish employment goals and intermediate objectives to attain such goals) are appropriate for a given individual.

    c. No handicapped individual or group of handicapped individuals will be excluded solely on the basis of the type of physical or mental disability.

    d. A financial means test will be properly and equitable applied.

    e. Severely handicapped individuals must be served first under any established priorities, and any other priorities will not discriminate on the basis of age, sex, race, color, creed or national origin.

    f. Similar benefits from other service providers will be used where available.

It was the intent of Congress that the similar benefits provisions are to provide vocational rehabilitation agencies with an organized method for assessing the eligibility of handicapped individuals for benefits under other programs and for drawing upon other programs to provide those services for which the individual would otherwise be entitled. This requirement contains considerable flexibility for State application in determining the nature and degree of cooperation with other agencies and in individual cases. Similar benefits need not be utilized when they would not be adequate or timely, or otherwise interfere with achieving the short or long range rehabilitation objectives of the individual. This condition applies to all Vocational Rehabilitation services, but specifically by law to physical restoration and maintenance. While other services (including training other than that in institutions of higher education) are not subject to mandatory similar benefits provisions the State Vocational Rehabilitation agency would look first to other appropriate sources, such as free public education generally available to all children in the State.

Issues have been raised involving circumstances under which available special education and related services will be provided to meet an intermediate objective 1/, under both and IEP and IWRP. When "special education" and "related services" are available and the handicapped child is entitled to receive those services, such services are a similar benefit.

The key concept is "availability". The service must be one that is needed for both education and rehabilitation purposes and which the education agency can provide in a timely fashion, meeting the quality level needed for the intermediate rehabilitation objective relating to the attainment of long range employment goals.

When a service is needed for Vocational Rehabilitation purposes but is not available from the education agency, then the rehabilitation agency cannot look to education for a similar benefit, and may assume responsibility for providing that service for a specified length of time (directly or by using other similar benefits which may be available outside of education).

g. Authority for determining eligibility for, or the nature and scope of, Vocational Rehabilitation services is vested in the State Vocational Rehabilitation agency and cannot be assumed by or delegated to any other agency or individual.

1/ intermediate rehabilitation objectives: the steps which must be achieved before the long range vocational goal can be attained, i.e., medical, social, personal, vocational, outcomes which result from provision of services.

There are some fundamental features of the vocational rehabilitation program which must guide Vocational Rehabilitation decisions. Where the education program under P.L. 94-142 is a "basic rights" program, the Vocational Rehabilitation program is not. Federal legislation and implementing regulations establish certain conditions which State Vocational Rehabilitation agencies must meet in order to qualify for Federal Financial Participation (FFP). These conditions are reflected in State plan requirements.

The law, regulations, and State Plan recognize that all individuals who conceivably might meet eligibility criteria cannot be served and that limits may be set on who may be served. Consequently, accommodations are permitted where State Vocational Rehabilitation agencies do not have adequate resources to serve all handicapped people who are at or near working age and have vocational potential. Essentially, it is this type of flexibility permitted a State agency which obviously deviates from a "basic rights" program approach. Also, in recognition of limited Vocational Rehabilitation program capacity and to increase that capacity, the law requires the use of other available resources.

4. To delegate the Rehabilitative Services Counselor serving the local school district as the representative member of the planning team when rehabilitative services are likely to be called for in the IEP of a student.

5. To collaborate in the writing of the IEP as it relates to the IWRP.

Each child served under P.L. 94-142 must have an Individualized Education Program (IEP). Each handicapped individual served by the Vocational Rehabilitation Program must have an Individualized Written Rehabilitation Program (IWRP), except for diagnostic services. The education agency does not have to provide and pay for all services in an IEP. The same is true for Vocational Rehabilitation and its IWRP. Services under an IEP or IWRP may be paid for by the other agency, or some other community resources. The IEP may contain reference services which are, in fact, provided under an IWRP, and vice versa.

Both the Rehabilitation Services Administration and the Office of Education strongly encourage State education and State vocational rehabilitation agencies to develop collaborative IEP's and IRWP's at the earliest time appropriate to each eligible individual. One guiding principle is that the Vocational Rehabilitation agency should not be expected to provide and pay for services for handicapped students which are afforded non-handicapped students in the school setting, as required under Section 504 of the Rehabilitation Act. Additionally, Vocational Rehabilitation agencies cannot provide services at a point in time where such services meet only educational needs and do not appropriately fit into a continuum of services under an IWRP leading to a vocational objective. Vocational Rehabilitation involvement might occur on an individual basis as early as secondary school entry for pre-vocational planning purposes which normally would not involve expenditure of funds at that stage. Later on, Vocational Rehabilitation should become involved at least by the terminal year (graduation or termination for other reasons) with students who are expected to need Vocational Rehabilitation services.

6. To accept the responsibility for the provision of rehabilitative services for eligible handicapped persons ages sixteen and over who have voluntarily withdrawn from high school. Where students are interested in returning to school, the Rehabilitative Services Counselor will confer with the school district of jurisdiction in an attempt to have structured within the district an educational or vocational program that would lead to completion of an appropriate course of study.

   The following services are considered to be particularly important in meeting the unique needs of handicapped individuals and may not be generally available to handicapped students in the education setting: (1) Physical and mental restoration services; (2) General and special medical examinations; (3) Transportation in connection with the provision of other vocational rehabilitation services including, for example, to job training sites where placements have been made cooperatively by the school and rehabilitation agency; (4) Telecommunications, sensory and other technological aides and devices; (5) Job development and placement in suitable employment; (6) Post-employment services necessary to assist handicapped individuals to maintain their employment; (7) The purchasing of occupational licenses, tools and equipment necessary for entry into employment.

   Services such as those listed above would not be required by the majority of handicapped students. They may be required for more severely impaired students to assist them to become well-adjusted and suitably employed.

7. To coordinate post-secondary training and placement of eligible handicapped persons ages 18 to 25 who have completed an approved course of study and graduated from a public school program.

8. To make available to the State Department of Vocational and Technical Education, information regarding handicapped persons who are in need of vocational education.

9. To work closely with the State Department of Education representatives on both state and local levels to the end that training of the handicapped persons may be kept as closely related as possible to employment opportunities in Oklahoma.

10. To provide guidance and testing services for eligible persons receiving vocational and technical education training.

11. To recommend changes in guidelines and evaluating processes of vocational education programs for the handicapped.

D. SERVICE RESPONSIBILITY ACTIVITIES

Services must be available and accessible to all handicapped individuals. The listed activities are not all inclusive, others may be added. Where there is a duplication or overlapping of services, primary responsibility for service delivery will be determined on an individual basis. The activities below, marked with an asterisk (*), can generally be provided by the specific agency.

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Referral			
1) Awareness			
(a) Public Awareness	*	*	*
(b) Professional Awareness	*	*	*
2) Screening			
(a) Mass Screening	*	*	*
(b) Individual Screening	*	*	*
3) Referral to assessment	*	*	*
Assessment			
1) Psychological/Behavioral	*		*
2) Social/Home/Peer	*		
3) Educational	*	*	*
4) Medical diagnosis to determine eligibility	*		*
5) Speech and Language	*		*
6) Pre-Vocational Evaluation, Interest and Aptitude	*		*
7) Vocational and Work Evaluation	*	*	*

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Program Planning			
1) Individualized Education Program (IEP)	*	*	*
Individualized Written Rehabilitation Plan (IWRP)	*	*	*
2) Services:			
.vocational education program	*	*	*
.regular-vocational education program	*	*	*
.adapted-vocational education program	*	*	*
.special vocational education program (self contained)	*	*	*
.individual vocational training	*		*
.work activity center	*		*
.work study activity	*		*
.cooperative vocational education	*	*	*
.prevocational education	*		*
.personal ajustment counseling	*	*	*
.academic adjustment counseling	*	*	*
.vocational adjustment counseling	*	*	*

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
2) Services (continued)			
.interpreter/note/taker (individually determined for a specific time period)		*	*
.reader services for the blind (individually determined for a specific time period)		*	*
.special tools, devices, equipment (school based)	*	*	*
.special tools, devices, equipment (client owned)			*
.learning station modification	*	*	*
special support staff (aides, tutors, paraprofessionals)	*	*	*
.curriculum modification and development	*	*	*
.transportation	*		*
.subsistance while in training			*
.monitoring and student progress	*	*	*
3) Related Services			
.medical (other than diagnostic)			*
.mental therapy			*
.physical restoration			*

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
3) Related Services (continued)			
.interpreter and reader services	*	*	*
.maintenance (room and board)	*		*
.job development and placement	*	*	*
.home modification			*
.on the job training		*	*

IV. AGREEMENT ASSURANCES

A. PLANNING CYCLES

Representatives of the State Department of Vocational and Technical Education and the Special Education Section of the State Department of Education and the Division of Rehabilitative and Visual Services of the Department of Social and Rehabilitative Services will meet at least annually. However, representatives may meet throughout the year as needed in order to develop a close working relationship on the mutual problems outlined in this agreement and to add to an improve their respective contributions to the handicapped.

The provisions of this agreement will be reviewed and revised as needed on at least an annual basis.

B. COMPLAINT PROCEDURES

Each agency will designate a representative to receive client and consumer complaints. Procedures for reviewing and investigating complaints are as follows:

1. Upon receiving a complaint, the representative of the affected agency or agencies will be notified in writing.
2. Regardless of which agency receives the complaint, when the complaint is against one agency only, it will be dealt with in the manner prescribed in that agency's State Plan.
3. When more than one agency is involved, the complaint will become a shared responsibility with each agency addressing that portion or portions which pertain specifically to that particular agency.
4. In instances where complaints or parts of a complaint are overlapping in nature and are not clearly the responsibility of one agency, it will become a shared responsibility. Resolution of the situation will be accomplished in a cooperative effort by the representatives of the affected agencies.
5. In the event a resolution cannot be reached by the representatives a meeting of the Oklahoma Interagency Vocational Planning Group may be held to determinate a procedure for satisfactorily solving the situation.

C. STATEMENT OF CONFIDENTIALITY

Various laws and regulations govern the sharing of personal information. Legislation and regulations applicable to education records allow rather free access by the individual to his own records, Many programs will share information with other agencies under conditions that such information will not be further divulged. Case files often contain information obtained from a variety of sources, some of whom do restrict further release. To address this problem and others, the Interagency Vocational Planning Group is currently working on revisions to regulations and guidelines dealing with access, disclosure, and protection of personal information. Until these problems can be worked through, agencies may permit the sharing of information only on a selective basis in accordance with State policies and Federal Regulations.

The Oklahoma State Department of Education, the Oklahoma State Department of Vocational and Technical Education, and The Division of Rehabilitative and Visual services of the Department of Institutions, Social and Rehabilitative Services assures compliance with confidentiality safeguars as addressed in the respective State Plans of the above agencies.

D. DUE PROCESS

Procedural safeguards are addressed in detail in the State Plans approved by each agency. For the purposes of this interagency agreement each agency reafiirms the right of due process and other procedural safeguards as described in their respective State Plan.

E. COMPLIANCE WITH PRINCIPAL LEGISLATION

The State Department of Education, The State Department of Vocational and Technical Education, and the Division of Rehabilitative and Visual Services of the Department of Institutions, Social and Rehabilitative Services assure compliance with Oklahoma State Statutes and Federal Law including:

a) Part B of the Education for the Handicapped Act (EHA) as amended by Public Law 94-142;

b) The Vocational Rehabilitation Act of 1973 (Public Law 93-112); and The Comprehensive Development Disabilities Amendment of 1978 (Public Law 95-602); and

c) Vocational Education Act as Amended by Title II of Public Law 94-482 (The Vocational Education Amendments of 1976).

V. INTER/INTRA AGENCY LINKAGES

As stated earlier, representatives of the Oklahoma State Department of Education, the Oklahoma State Department of Vocational and Technical Education and The Division of Rehabilitative and Visual Services of the Department of Institutions, Social and Rehabilitative Services, will meet periodically throughout the year. They will develop a closer working relationship as they deal with mutual problems outlined in this agreement. Expected results include more appropriate placement, education and training of handicapped individuals.

It is also anticipated that stronger linkages between and among these agencies will be developed as the need arises for additional supportive services.

MAY 30 1979

VI. SIGNATURES

THE DIVISION OF REHABILITATIVE AND VISUAL SERVICES OF THE DEPARTMENT OF INSTITUTIONS, SOCIAL AND REHABILITATIVE SERVICES

RECOMMENDED BY:

Lowell E. Green
Administrative Assistant

APPROVED BY:

L. E. Rader
Director of Public Welfare

7-31-79
Date

THE STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

APPROVED BY:

Francis Tuttle
Francis Tuttle, Director

[illegible]-7-79
Date

THE STATE DEPARTMENT OF EDUCATION

APPROVED BY:

Leslie Fisher
Leslie R. Fisher
Superintendent of Public Instruction

5-29-79
Date

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INTERAGENCY AGREEMENT

OREGON

AGREEMENT BETWEEN
THE STATE OF OREGON
DEPARTMENT OF HUMAN RESOURCES
VOCATIONAL REHABILITATION DIVISION
AND
OREGON STATE DEPARTMENT OF EDUCATION

Administrative Units:

Department of Human Resources
Vocational Rehabilitation Division
Department of Education

Date of Agreement: February, 1980

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

AGREEMENT BETWEEN
THE STATE OF OREGON
DEPARTMENT OF HUMAN RESOURCES
VOCATIONAL REHABILITATION DIVISION
AND
OREGON STATE DEPARTMENT OF EDUCATION

I. INTRODUCTION:

The Vocational Rehabilitation Division of the Department of Human Resources and the Department of Education recognize that they have certain common responsibilities for providing complementary human services for handicapped persons. The Department of Education and local education agencies are concerned with the development of the ability of young handicapped person's to function within their life sphere and become employed. The Vocational Rehabilitation Division focus is, by federal guideline, on enabling handicapped individuals to successfully engage in employment.

II. PURPOSE:

This cooperative working relationship is entered into to develop and/or maintain a program to assist physically and/or mentally disabled vocationally handicapped youth to make a smooth transition from the school setting to employment in the adult community.

III. SERVICE PROVISIONS:

A. Vocational Rehabilitation Division Responsibilities

1. The Vocational Rehabilitation Division is willing to negotiate operational agreements with local education

agencies to provide vocational rehabilitation services for the smooth transition of vocationally handicapped students from the school to employment.

2. The Vocational Rehabilitation Division will make consultation services available to local education agencies and/or the Department of Education to assure that the educational services provided will complement VRD's subsequent provision of services as the student leaves the jurisdiction of the school program and enters the adult community.

3. The Vocational Rehabilitation Division will work cooperatively with the Department of Education to jointly implement the provisions of this agreement.

4. The Vocational Rehabilitation Division will share information and data with the Department of Education as needed to implement this agreement.

B. Department of Education Responsibilities:

1. The Department of Education will provide consultation and coordination services to local education agencies to facilitate the negotiation of operational agreements between Vocational Rehabilitation Division and the Local Education Agency.

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2. The Department of Education will work cooperatively with the Vocational Rehabilitation Division to jointly implement the provisions of this agreement.

3. The Department of Education will share information and data with the Vocational Rehabilitation Division as needed to implement this agreement.

IV. LOCAL OPERATIONAL PLAN:

(See Attachment)

V. CIVIL RIGHTS:

Both Agencies will:

Adhere to the appropriate Civil Rights legislation covering nondiscriminatory and Affirmative Action procedures. Further, both parties agree that Title V of the Rehabilitation Act of 1973 will govern the provisions of services and goals to handicapped applicants and clients.

VI: CONFIDENTIALITY:

Both Agencies will:

Adhere to State and Federal statues regarding confidentiality, including those contained in the Rehabilitation Act of 1973 as amended, Public Law 93-112 and Amendments ORS 179.505. Appropriate consent release forms will be used for sharing of information with other agencies or obtaining of confidential information.

VII: REVIEW:

The Vocational Rehabilitation Division and the Department of Education will each appoint a representative who will meet at six-months intervals to review the implementation of the agreement and recommend any necessary changes to the agreement.

VIII: RENEWAL/TERMINATION:

This agreement may be cancelled with ninety (90) days written notification by either party. This agreement will remain in effect unless so cancelled.

IX: ACKNOWLEDGEMENT: Agency Officials

The signatures below indicate the endorsement of the above statements and this document shall be viewed as an interagency agreement concerning the conduct of special education and vocational rehabilitation in Oregon.

Dale Reeves
Dale D. Reeves, Administrator
Vocational Rehabilitation Division

Dated: February 5, 1980

Ronald D Burge
Ron D. Burge, Deputy Superintendent
of Public Instruction, State Department of Education

Dated: 2/11/80

SCHOOL DISTRICT/VRD
OPERATIONAL PLAN
JANUARY 1980 TO JUNE 30, 1980

PURPOSE:

To assist vocationally handicapped disabled youth make a smooth transition from the school setting to competitive employment. The focus of this plan will be the identification and timely referral of youth whose physical and/or mental disabilities will prevent them from competing with their peers as they attempt to enter the competitive labor market.

LIAISON PERSONS:

__________________ ________________ shall be the primary representative of the ______________ VR office and ____________________ ________________ shall be the primary representative of the __________ ______________ school district.

LIAISON RESPONSIBILITIES:

The VRD representative will provide the school's representative an orientation to VRD and the spectrum of services that would be available to potential clients of VRD. The VRD representative will provide the school's representatives with the necessary forms to initiate a referral to VRD (such as release of information forms).

The school's representative will function as a resource to the school staff and students for providing information about VRD and referring potential clients to the VRD liaison person. The school's representative will also function as a communication link between the VRD representative and other school staff who may want to establish a referral linkage.

Both liaison representatives will focus their efforts on referrals of the young disabled youth in their last year of school and those about to exit the school system.

CIVIL RIGHTS:

Both Agencies will:

Adhere to the appropriate Civil Rights legislation covering non-discriminatory and Affirmative Action procedures. Further, both parties agree that Title V of the Rehabilitation Act of 1973 will govern the provisions of services and goals to handicapped applicants and clients.

CONFIDENTIALITY:

Both Agencies will:

Adhere to State and Federal statutes regarding confidentiality, including those contained in the Rehabilitation Act of 1973 as amended, Public Law 93-112 and Amendments ORS 179.505. Appropriate consent release forms will be used for sharing of information with other agencies or obtaining of confidential information.

Local Representative Date
Vocational Rehabilitation Division

Local Representative Date
School District

INTERAGENCY AGREEMENT

PENNSYLVANIA

AGREEMENT FOR COOPERATION

Administrative Units:

Department of Education
Bureau of Special Education
Bureau of Vocational Education
Department of Labor and Industry
Bureau of Vocational Rehabilitation

Date of Agreement:

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

AGREEMENT FOR COOPERATION
among the
BUREAU OF SPECIAL EDUCATION, BUREAU OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
and the
BUREAU OF VOCATIONAL REHABILITATION
DEPARTMENT OF LABOR AND INDUSTRY

I. PURPOSE

The primary purpose of this cooperative agreement is to outline the responsibilities of the agencies represented in order to coordinate the programs and services available to physically and mentally handicapped school aged individuals. This purpose shall be accomplished by:

A. Working together on an individual case basis on evaluation, planning and guidance;

B. Developing a combined education/vocational rehabilitation plan with the disabled individual which will include programs and service needed and allocating costs;

C. Initiating and supervising such recommended programs and services as are mutually agreed upon;

D. Exchanging information regularly on the status of each case in order to insure the maximum benefits to each referred client;

E. Insuring a continuity of education and vocational rehabilitation that will prepare the handicapped individual to enter selective job placement at the earliest possible time; and

F. Referring properly identified individuals, through proper application, to the local offices of the Bureau of Vocational Rehabilitation.

G. Providing direction for the implementation of this agreement.

II. PROGRAM RESPONSIBILITIES AND FUNCTIONS

A. BUREAU OF SPECIAL EDUCATION

1. To identify, locate and evaluate those persons of school age who are or are thought to be exceptional. From among these persons will be identified those disabled who may require vocational rehabilitation services.

2. To have intermediate unit plans developed and approved for the organization and operation of special education programs and services for the implementation of an individualized education program.

3. To assure a free appropriate public program of education.

4. To provide an appropriate education program in accordance with due process procedures.

5. To provide for the effective and efficient delivery of the program;

    (a) By furnishing supportive services necessary for mainstreaming the student in the least restrictive environment possible.

    (b) By providing for instructional materials, equipment and supplies equivalent to those provided for school age persons in regular education.

    (c) By providing for experimental programs which are designed to meet unique program needs of exceptional persons.

    (d) By providing for the utilization of paraprofessionals.

6. To provide a continuum of programs and services for the education of exceptional persons including the concepts of mainstreaming, integration and least restrictive environment and involving life experiences and activities of daily living.

7. To provide a full delivery of special education programs and services to all exceptional school aged persons until satisfactory completion of the program or until the student voluntarily withdraws or until the person reaches age 21.

8. To make early referral to the local office of the Bureau of Vocational Rehabilitation.

9. To cooperate with and assist vocational education personnel, to the maximum extent possible, in developing and implementing vocational skill training programs appropriate for handicapped exceptional students.

B. BUREAU OF VOCATIONAL EDUCATION

1. To have vocational personnel available for the development of individualized education program plans for handicapped exceptional students that are to be enrolled in vocational skill training programs.

2. To implement the vocational skill training program of each handicapped exceptional student in accordance with the IEP.

3. To assure access to a free public education program of vocational skill training for all students for whom placement, based on the IEP, has been deemed appropriate.

4. To provide a continuum of vocational education program alternatives deemed necessary to assure availability of an appropriate vocational skill training program.

5. To provide vocational education related supplemental and supportive services needed by students enrolled in such programs.

6. To make available vocational programs to handicapped exceptional students until either satisfactory completion of a program or until the student voluntarily withdraws or until the person reaches age 21.

7. To prepare individuals to enter selective job placement and enable these persons to become economically independent to the maximum extent possible.

8. To work and coordinate with special educational personnel to the maximum extent possible in developing and implementing programs appropriate for the individual.

C. BUREAU OF VOCATIONAL REHABILITATION

1. To accept applications for vocational rehabilitation of persons (1) who have attained an age where there can be a reasonable assumption that the individual has attained the level of maturity at which it may be considered feasible to establish vocational objectives, and (2) who have a physical or mental disability which constitutes a substancial handicap to employment within the meaning of governing laws and regulations and who, with the provision of vocational rehabilitation programs and services, will be prepared to engage in gainful employment.

2. To secure the necessary information from the applicant and the intermediate unit/school district and other appropriate sources to make an adequate case evaluation and determine the services necessary to enable the individual to engage in gainful employment.

3. To determine the extent of disability, possible hidden or secondary disabilities, and physical capacities by speciality examinations.

4. To provide the following vocational rehabilitation services to eligible physically and mentally disabled school aged persons to the extent determined necessary by case evaluation in order to achieve their vocational rehabilitation:

   (a) Individual counseling and guidance to develop a rehabilitation plan with an employment objective compatible with client's physical capacities, interests, and abilities;

   (b) Treatment including hospitalization as needed to correct or reduce a stable impairment which is a substantial handicap to employment;

   (c) Physical, occupational, speech and hearing therapy, as part of treatment when feasible;

   (d) Prosthetic appliances such as limbs, hearing aids, trusses, braces, wheelchairs, and similar devices needed to increase work capacity and to obtain or retain employment;

   (e) Training as required to prepare the individual for suitable employment;

   (f) Maintenance and transportation supplemental to a rehabilitation service;

   (g) Occupational tools, equipment, licenses, as necessary to utilize or apply a skill within applicable laws and regulations;

   (h) Selective placement in a suitable job including self-employment or establishment in a small business enterprise within applicable laws and regulations;

   (i) Follow-up after placement to assure that the rehabilitated worker has adjusted to his job to his own reasonable suitable satisfaction and that of his employer.

   Those services as described in (a) through (i) above shall be provided as required by the Bureau of Vocational Rehabilitation after full consideration of eligibility for similar services under any other state or federal program has been given.

III. REFERRAL AND REFERRAL INFORMATION:

A. The responsibility for accepting or rejecting a referral rests only with the Bureau of Vocational Rehabilitation.

B. Rejection of a referral for vocational rehabilitation services shall not be based solely upon school aged status of the handicapped persons.

C. The intermediate unit/school district/area vocational-technical school (AVTS) shall refer only those physically and mentally disabled school aged persons whose disabilities are stabilized and who may benefit following the provision of vocational rehabilitation services.

D. Specific psychological and medical data, classification summaries including hospital reports, when availble, shall be included with each referral.

E. Social information, work history, educational achievement, vocational skill competencies, psychological reports and other diagnostic information shall be exchanged.

F. This mutual exchange of information between the respective agencies shall be identified and stamped classified and confidential in keeping with each agency's policy and shall not be forwarded without the expressed written consent of the originating agency.

G. It shall be the responsibility of the intermediate unit, school district of AVTS and the Bureau of Vocational Rehabilitation to arrange a joint interview to orient the referred individual, parent and/or guardian, when necessary, to the vocational rehabilitation program and to tentatively identify services which may achieve vocational rehabilitation.

H. Services shall be provided without regard to race, age, sex religion or disability.

IV. EDUCATION/REHABILITATION INDIVIDUALIZED PLAN/PROGRAM

A. The Bureau of Vocational Rehabilitation and the Department of Education shall discuss each individual case, where not resolved at the local level as to the agency responsible, in order to assure maximum benefits from education and/or vocational rehabilitation services and to prevent duplication of effort.

B. The Bureau of Vocational Rehabilitation counselor shall develop a suitable individualized written rehabilitation program (IWRP) with the agreement of each eligible individual and shall specify the services recommended, their financial participation and the person or facility that shall provide the services.

C. The Bureau of Vocational Rehabilitation shall review the IWRP, when necessary, with the referring agency and/or client regarding the services provided and their effectiveness.

D. The individualized education plan (IEP) shall conform to requirements as prescribed in law, regulations, and standards.

E. The individualized written rehabilitation program (IWRP) shall conform to the requirements governing its development and implementation.

F. Where an IEP/IWRP exist simultaneously, the respective rules for each shall apply with the additional responsibility for close coordination and cooperation among all parties to effect appropriate, nonduplicative education/rehabilitation programs and services delivery for the handicapped persons.

V. REHABILITATION SERVICES CONDITIONED ON ECONOMIC NEED:

A. Based on Bureau of Vocational Rehabilitation standards for determining economic need, the client and those responsible for him shall be required to participate in determining economic need of the cost of a vocational rehabilitation program.

1. Rehabilitation services provided by the Bureau of Vocational Rehabilitation which involve an expenditure of State funds require that economic need be established before the rehabilitation plan is approved and service begun.

2. Economic need must be established for training, physical restoration, prothetic devices, occupational tools, equipment and maintenance or transportation. Planned services to be provided under an Extended Evaluation Program also require a determination of economic need.

B. All diagnostic services including medical, psychological, vocational counseling and guidance, diagnostic evaluation transportation, and maintenance during diagnostic study may be provided by the Bureau of Vocational Rehabilitation without considering the financial status of the disabled individual or those responsible for him.

VI. STAFF CONFERENCE IN-SERVICE TRAINING:

Each liaison representative shall be responsible for assuring provisions for the indoctrination and in-service training of field personnel as required. Joint conferences at the field level shall be conducted to achieve understanding and to further develop and maintain sound working relationships.

VII. OTHER PROGRAM AND SERVICE PROVIDERS:

The parties to this agreement, to the extent available, possible and required, will make use of other program and service providers.

VIII. IMPLEMENTATION OF THE AGREEMENT:

The Bureau of Special Education, the Bureau of Vocational Education and the Bureau of Vocational Rehabilitation shall each designate a staff member at the state level to act as liaison and be responsible in recommending the development of procedures in keeping with the intent of the agreement. The liaison representative shall assure that periodic field reviews are performed to assure compliance with the terms of the agreement and to recommend any revisions to make it more effective in terms of improved services.

Planning for the needs of handicapped exceptional individuals will require accurate statistical data be maintained by each of the cooperating agencies. Management information will be shared by the Bureau of Special Education, Bureau of Vocational Education and the Bureau of Vocational Rehabilitation, in a manner consistent with provisions for protecting confidentiality of information, in order to evaluate the impact of services and for the purpose of ongoing planning and program development.

IX. DURATION OF AGREEMENT:

All provisions of this Agreement shall become effective on the date of approval and shall continue in effect until amended by mutual agreement or by notification of mutual withdrawal by any party to this agreement.

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION, BUREAU OF SPECIAL EDUCATION,
BUREAU OF VOCATIONAL EDUCATION
DEPARTMENT OF LABOR AND INDUSTRY, BUREAU OF VOCATIONAL REHABILITATION

An Agreement for Cooperation specifically outlining responsibilities of the respective agencies for coordination of programs and services available to physically and mentally disabled and handicapped school aged individuals.

The Secretaries of Education and Labor and Industry hereby agree to the provisions presented in the Agreement for Cooperation (attached).

Robert G. Scanlon Secretary of Education	Date
Charles L. Lieberth Secretary of Labor and Industry	Date
Gary J. Makuch, Director Bureau of Special Education Department of Education	Date
Robert D. Edwards, Acting Director Bureau of Vocational Education Department of Education	Date
John A. Hogan, Director Bureau of Vocational Rehabilitation Department of Labor and Industry	Date

INTERAGENCY AGREEMENT

SOUTH CAROLINA

COOPERATIVE AGREEMENT

Administrative Units:

Department of Vocational Rehabilitation
Department of Education
Office of Programs for the Handicapped
Office of Vocational Education

Date of Agreement: August, 1979

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

A COOPERATIVE AGREEMENT BETWEEN THE
SOUTH CAROLINA VOCATIONAL REHABILITATION DEPARTMENT
AND THE
SOUTH CAROLINA DEPARTMENT OF EDUCATION

This document constitutes a cooperative agreement between the South Carolina Vocational Rehabilitation Department and the South Carolina Department of Education, Office of Programs for the Handicapped and the Office of Vocational Education. Its purpose is a basic commitment on behalf of the State Agencies to provide comprehensive vocational and educational services to handicapped individuals, assuring that:

A. Handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 (P.L. 93-112) receive all appropriate services for which they are eligible.

B. The rights of handicapped persons are protected in compliance with Section 504 of the Rehabilitation Act of 1973.

It is the purpose of this agreement to articulate the responsibilities and systems for collaborative efforts between Vocational Rehabilitation, the Office of Vocational Education and the Office of Programs for the Handicapped to carry out the mandates of Congress as they relate to these two agencies.

The Vocational Rehabilitation Department, within the limits of resources available and where cooperative local agreements are executed, will provide:

A. The identification, evaluation, and provision of Vocational Rehabilitation services to handicapped students on the secondary level, based upon economic need status. Many of the major services offered are available without regard to the client's economic status while others are dependent upon it. When the planned services include those dependent upon need, the policy of the Department of Vocational Rehabilitation is to supplement the client's resources only to the extent of his inability to provide for himself. Services may include on-the-job tryouts and training situations from the community and also utilization of Vocational Rehabilitation Workshop Facilities. Eligibility will be determined by Vocational Rehabilitation staff.

B. Vocational Rehabilitation counseling and guidance, including personal adjustment counseling, to maintain a counseling relationship throughout a handicapped individual's program of service and referrals to secure services from other agencies.

C. Limited physical and mental restoration services when considered an essential part of the rehabilitation process and the services are not available through other private or public funds.

D. Personal, social and vocational adjustment training including work activity services providing remunerative work experience through the use of Vocational Rehabilitation satellite workshops.

E. Transportation in connection with the rendering of any vocational rehabilitation services outside and away from school services.

F. Provision of technical assistance in determining modifications of vocational equipment and purchasing telecommunications, sensory and other technological aids and devices necessary in the individual's vocational rehabilitation.

G. Specialized vocational training programs sponsored by Vocational Rehabilitation facilities to meet the needs of the handicapped.

H. Assistance with placement in suitable employment of handicapped youth to meet their individualized vocational needs.

The Office of Vocational Education will be responsible for stimulating and ensuring that LEA's perform the following:

A. Referring identified handicapped students for vocational rehabilitation services as appropriate.

B. Accepting for vocational training those students/clients referred by Vocational Rehabilitation and Special Education as funding and space limitations will allow and comply with requirements and conditions as set forth in the State Vocational Education Plan.

C. Participation in the development of an Individualized Education Program (IEP) and an Individual Written Rehabilitation Program (IWRP) for each handicapped student/client in accordance with guidelines established by appropriate agencies.

D. Cooperative vocational education in which joint agreements between schools and employees are established to provide students with vocational instruction through part-time employment.

E. Placement services for students who have successfully completed a vocational education program.

F. Vocational guidance counseling services while in school.

G. Curriculum development and modification activities required to enable the handicapped pupil to participate in "regular" vocational education programs with non-handicapped pupils.

H. Modifications of vocational education equipment to enable handicapped pupils to develop skills which would lead to gainful employment.

I. Technical assistance to local education agencies.

J. Staff development activities that provide vocational education and special education teachers with special components for preparing handicapped pupils to enter the world of work.

The Office of Programs for the Handicapped will be responsible for stimulating and ensuring that LEA's perform the following:

A. Technical assistance to local education agencies.

B. Recommending that local education agencies involve Vocational Education and Vocational Rehabilitation staff in the development of the Individualized Education Program (IEP) and the Individual Written Rehabilitation Plan (IWRP) in accordance with the conditions reflected in the State Plan of both agencies.

C. Career awareness activities directed toward making the handicapped pupil aware of himself and/or careers in the world of work.

D. Career exploration activities in which handicapped pupils begin to sample and engage in experiences related to specific careers.

E. Pre-vocational activities to provide handicapped pupils "hands on" experiences in the development of basic occupational skills.

F. Basic academic skills development activities to provide handicapped pupils with adaptability skills needed for socio-economic integration into society.

G. Seeking appropriate occupations and securing skill development activities that would provide pupils the opportunity to develop and practice such skills in real and/or simulated environments.

H. Staff development activities that provide vocational education and special education teachers with special components for preparing handicapped pupils to enter the world of work.

I. Career and vocational training for handicapped pupils, including special training needed to augment the vocational education being provided.

J. Preparation consistent with the IEP of handicapped pupils for work study/on-the-job training programs.

In summary, the Department of Vocational Rehabilitation and the Department of Education agree:

A. To the exchange of confidential student/client information between the agencies included in this agreement which shall be in compliance with the Family Rights and Privacy Act of 1974 (P.L. 93-380, Section 438) and other rules and regulations adopted by said agencies.

B. It is further agreed that a representative from each State Agency shall be responsible for coordinating the development of the interagency program and for providing technical assistance to local education agencies and the rehabilitation agency.

C. It is agreed that the agencies shall jointly develop and issue interagency guidelines to local education agencies and the rehabilitation agency specifying types of services that will be available from each agency.

D. It is agreed that this document shall be jointly reviewed at least annually and updated according to any changes in Federal or State regulations.

This document represents an expression of mutual intent to allow for ongoing services to handicapped youth in a cooperative agreement between the Department of Vocational Rehabilitation and the Department of Education.

Joe S. Dusenbury

Joe S. Dusenbury, Commissioner
South Carolina Vocational
Rehabilitation Department

Date: 8/12/79

Charles G. Williams

Dr. Charles G. Williams, Superintendent
State Department of Education

Date: 7/23/79

Robert S. Black

Robert S. Black, Director
Office of Programs for the
Handicapped

Date: June 27, 1979

M M Oswald

Dr. M. M. Oswald, Director
Office of Vocational Education

Date: July 6, 1979

INTERAGENCY AGREEMENT

SOUTH DAKOTA

JOINT STATEMENT OF PRINCIPLES OF COOPERATION

Administrative Units:

Department of Education and Cultural Affairs
Division of Elementary & Secondary Education
Division of Vocational Education
Department of Vocational Rehabilitation
Division of Rehabilitative Services
Division of Services to the Visually Impaired

Date of Agreement: September, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

JOINT STATEMENT OF PRINCIPLES OF COOPERATION

Between
THE STATE DEPARTMENT OF VOCATIONAL REHABILITATION,
THE DIVISION OF VOCATIONAL EDUCATION,
THE STATE DEPARTMENT OF EDUCATION & CULTURAL AFFAIRS,
THE DIVISION OF ELEMENTARY & SECONDARY EDUCATION,
and
THE SECTION FOR SPECIAL EDUCATION

I. INTRODUCTION AND NATURE OF AGREEMENT

This Agreement is made and entered into by the State Department of Vocational Rehabilitation, the Department of Education and Cultural Affairs, the Division of Vocational Education, the Division of Elementary and Secondary Education, and the Section for Special Education, to establish effective working relationships between these three agencies.

This Statement sets forth broad basic principles which are intended to guide staff members of the three agencies in establishing relationships for providing services authorized by law to eligible handicapped persons with a minimum of expense or duplication of effort. In applying these principles, it will be incumbent on personnel of these agencies to have knowledge and understanding of the types of services provided by the other agencies and the basic eligibility requirements for each so that prompt and appropriate referrals may be made.

II. THE ROLE OF EACH DEPARTMENT

A. The Department of Vocational Rehabilitation is the public agency responsible for providing vocational rehabilitation services necessary for preparing and assisting eligible disabled individuals to engage in a gainful occupation. Priority of services is given to the most severely disabled.

B. The Division of Vocational Education, governed by the State Board of Vocational Education, is the sole state agency responsible for the administration and supervision of vocational programs operated and funded with federal and state appropriations. Appropriations are used to make vocational training available to all citizens of South Dakota.

C. The Section for Special Education, Division of Elementary and Secondary Education, is governed by the State Board of Education and is the state agency responsible for the administration and supervision of special education programs operated and funded by federal and state appropriations.

Appropriations are used to make special education programs available to all children under 21 years of age in need of special or prolonged assistance.

D. All three agencies agree to:

1) Provide public school personnel, rehabilitation counselors, and local vocational education personnel with information on services and functions of each cooperating state office,

2) Provide inservice for the cooperating agencies to increase knowledge of each agency's activities and responsibilities,

3) Develop and share a coordinated process for identification, evaluation, and placement of children in need of special or prolonged assistance,

4) Share information pertaining to funding responsibilities,

5) Maintain the confidential character of personally identifiable information exchanged between the agencies and ensure such information will be used only for the purpose for which it was made available;

as reviewed and delineated annually in the Implementation Plan.

III. AVAILABLE SERVICES OF EACH DEPARTMENT

A. Department of Vocational Rehabilitation services:

1) Evaluation of rehabilitation potential, including diagnostic and related services incidental to determination of eligibility for, and the nature and scope of services to be provided.

2) Counseling and guidance or referral services to help the handicapped individual secure the needed services not available but offered by other agencies.

*3) Physical and mental restoration services.

4) Vocational and other training services, including vocational, prevocational, personal and vocational adjustment, and college training.

*5) Books, tools, and other training materials.

*6) Maintenance services, not exceeding the estimated cost of subsistence, during rehabilitation.

*7) Transportation, in connection with the rendering of any vocational rehabilitation services.

8) Interpreter services for the deaf.

9) Reader services, rehabilitation teaching services, and orientation and mobility services for the blind.

*10) Telecommunications, sensory and other technological aids and devices, prescribed by licensed personnel as appropriate.

*11) Services to the family members of the handicapped individual when necessary for the adjustment or rehabilitation of the handicapped individual.

12) Placement services and followup prior to the closure of the case.

*13) Post employment services after case closure, including the necessary followup to assist the handicapped individual in maintaining an employment.

*14) Occupational licenses, tools, equipment, initial stocks including livestock and supplies; and equipment, initial stock and supplies for vending stands.

*15) Other goods and services which can reasonably be expected to benefit a handicapped individual in terms of employability.

* Requires statement of financial need.

B. Division of Vocational Education services:

1) Vocational guidance and counceling of handicapped students, including identification, career education, placement, and followup services.

2) Curriculum development.

3) Materials development.

4) Inservice training for program staff.

5) Staff travel necessary for placement coordination, workshops, and pre-approved meetings.

6) Salaries of selected personnel.

7) Information to the public.

8) Program equipment needed for student success. (Not personal devices such as hearing aides, wheelchairs, etc.)

9) Supplies and instructional materials over and above standard school supplies.

C. Section for Special Education services:

1) Identification and referral of, multi-faceted evaluation and written individual educational plans (IEP's) for, placement (through placement committees), reintegration, and annual review of children under 21 years of age who may be in need of special or prolonged assistance.

2) Curriculum and materials development, inservice training, information dissemination, public awareness, interpreter services for implementation of #1.

3) Continnum of services from auxiliary (related) services to 24 hour educational placement services for these children. Auxiliary services to include speech and hearing therapy, visual therapy, physical therapy, occupational therapy, and counseling services, etc.

IV. ELIGIBILITY REQUIREMENTS

A. Department of Vocational Rehabilitation Eligibility:

Eligibility for rehabilitation services is based only upon:

1) The presence of a physical or mental disability which for the individual constitutes or results in a substantial handicap to employment.

2) A reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability.

B. Division of Vocational Education Eligibility:

Any handicapped student enrolled in a state reimbursable vocational education program who is able to benefit from the instruction is eligible for services.

C. Section for Special Education Eligibility:

Any child under 21 years of age in need of special assistance or prolonged assistance who has received a multi-faceted evaluation, has an individual educational program formulated by a local placement committee, and whose parent or guardian has given permission for the program, shall be eligible for special education services.

V. COORDINATORS

The person designated below shall be primarily responsible for implementing the terms of this Agreement within their respective agencies:

Dr. Lloyd Duenwald	Department of Vocational Rehabilitation
Wendall Tisher	Division of Vocational Education
Dr. Norena Hale	Section for Special Education

VI. AMENDMENT

This Agreement may be amended at any time by mutual agreement of the agencies. Ammendments must be written and approved by each party and attached to this Agreement.

VII. TERMINATION

This Agreement shall be effective as of October 1, 1979, and shall remain in effect until terminated by one or all parties of this Agreement. This Agreement may be terminated with thirty (30) days' written notice by any of the parties of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on this 5th day of September, 1979.

Lloyd Duenwald
Dr. Lloyd P. Duenwald
Division of Rehabilitation Services

Thomas C Todd
Mr. Thomas C. Todd, Superintendent
Division of Elementary & Secondary Education

Mr. David Vogel
Division of Services to the Visually Impaired

Dave Bonde
Mr. Dave Bonde
Division of Vocational Education

John E Madigan
John E. Madigan, Secretary
Department of Vocational Rehabilitation

Harris J. Wollman
Harris Wollman, Secretary
Department of Education & Cultural Affairs

INTERAGENCY AGREEMENT

TENNESSEE

INTRA-DEPARTMENT AGREEMENT WITHIN THE DEPARTMENT OF EDUCATION BETWEEN THE DIVISION OF VOCATIONAL REHABILITATION, DIVISION FOR THE EDUCATION OF THE HANDICAPPED AND THE DIVISION OF VOCATIONAL-TEHCNICAL EDUCATION

Administrative Units:

Department of Education
Division of Vocational Rehabilitation
Division for the Education of the Handicapped
Division of Vocational-Technical Education

Date of Agreement: May, 1979

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

Intra-Department Agreement Within the Department of Education Between the Division of Vocational Rehabilitation, Division for the Education of the Handicapped and the Division of Vocational-Technical Education.

POLICY STATEMENT

It is the policy of the State of Tennessee to provide and to require local education agencies to provide, as an integral part of free public education, special education services sufficient to meet the needs and maximize the capabilities of handicapped children. The timely implementation of this policy to the end that all handicapped children actually receive the special education services necessary to their proper development is declared to be an integral part of the policy of this State (excerpt from T.C.A. 49-2912).

It shall be the policy of the Division of Vocational Rehabilitation, the Division for the Education of the Handicapped and the Division of Vocational-Technical Education to cooperate both at the department level and with the local education agencies to provide in a timely manner for a continuum of services through coordinating and integrating each division's services where appropriate for eligible handicapped individuals.

The Division of Vocational Rehabilitation, the Division for the Education of the Handicapped and the Division of Vocational-Technical Education will coordinate their services with the local education agencies in developing a joint plan of services for specific handicapped individuals when this can appropriately be accomplished within the respective divisions' legal authority.

The respective divisions shall give priority to identifying eligible handicapped persons requiring services and to assuring the prompt and effective delivery of services to all those who qualify for them.

LEGAL AUTHORITY

The policy statement of this agreement shall be implemented by the respective divisions to the fullest extent possible in accordance with each divisions' Federal and State statutes.

(A) The Vocational Rehabilitation Act of 1973 (P.L. 93-112) and as amended T.C.A. 49-2801 - 49-2833 and as amended.

(B) Education for all Handicapped Children Act of 1975 (P.L. 94-142) and as amended T.C.A. 49-2902 - 49-2959 and as amended.

(C) The Educational Amendments of 1976 (P.L. 94-482) and as amended T.C.A. 49-2601 - 49-2619 and as amended.

Each division shall understand that eligibility under another division's statutes should not, in and of itself, result in a denial of complimentary services under another division's statutes.

The principal legislative references are:

Part B of the Education for the Handicapped Act (EHA-B) as amended by Public Law 94-142 requires that States receiving grant assistance under the Act assure a free appropriate public education for all handicapped children. A free appropriate public education is defined as "special education and related services."

The Rehabilitation Act (P.L. 93-112) authorizes vocational rehabilitation agencies to provide services to handicapped individuals in order that these individuals may "prepare for and engage in gainful employment."

Under P.L. 94-482, vocational education provides the occupational training and support services needed to enable handicapped persons to prepare for employment. Eligible persons are those who are in high school, those who have completed or left high school and are available for full time study, and those in the labor market who need upgrading or retraining. support services do not include medical, dental, lodging or food.

Part B, EHA, gives the State the responsibility to assure the provision of a Free Appropriate Public Education. The statute is not intended to relieve an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a handicapped child.

P.L. 93-112 requires state education agencies under the State Board for Vocational Education to expend 10 percent of the "Basic Grant" allocations to pay 50 percent of the cost of providing the special services needed by handicapped students to succeed in regular vocational education programs. Students with disabilities who can succeed without special services are not reported as handicapped under the vocational education reporting system.

The issue of current concern between Education of the Handicapped and Vocational Rehabilitation falls in the area of "related services" since the provision of basic academic instruction and vocational education continues to be the responsibility of the education agency. However, "related services" may overlap certain vocational rehabilitation services. A number of handicapped individuals under 21 years of age may be eligible for such services under all three programs at the same time.

Although the programmatic goals for each program are different, many of the services which may be offered under one program could, under certain circumstances, be provided by the other. It must be remembered, however, that terms and purposes are not always identical and that there will remain certain differences to be resolved at the local level within each division's statutes, regulations, priorities and resources. "Attachment A" to this agreement may serve to assist in identifying activities which are the respective divisions' primary responsibilities.

TERMS OF GENERAL AGREEMENT

The respective divisions within the State Department of Education agree to accept the following responsibilities for the purpose of implementing this agreement statewide:

I. DIVISION OF VOCATIONAL REHABILITATION (VR)

The Division of Vocational Rehabilitation agrees:

A. To provide vocational rehabilitation services for handicapped individuals who are ages 16 and over, meet the division's eligibility criteria for services as outlined in Item "B" below.

B. To make available a rehabilitation counselor to consult with Special Education's Multidisciplinary Team when the team is staffing a VR client or potential client. Only the rehabilitation counselor will determine eligibility for VR services or decide if referral to VR is feasible and beneficial at any point in time.

C. To confer with the local school system in an attempt to have structures within the system, an educational or vocational education program for those individuals re-referred to the local school system

D. To coordinate vocational rehabilitation post-secondary training and placement, participate in public and professionsl awareness activities regarding availability of services.

E. To provide the following services to those individuals found to be eligible only as these services relate to employment:

1. Assessment activities which include psychological, social, educational, speech and language, general and specific examinations, vocational interest/ aptitude and work evaluation.
2. Program planning which includes occupational skills instruction, vocational supporting instructions, personal and vocational adjustment, medical services, mental therapy, individually owned aids and devices, aids and devices for learning and job training site accommodation, interpreter and reading services for personal use, learning and job training site accommodations.
3. Other services such as occupational and physical therapy, speech correction, job development and placement, post-employment services.

II. DIVISION FOR THE EDUCATION OF THE HANDICAPPED

A. Division for the Education of the Handicapped will assure that each local school system and state facility has developed an individual education program which specifies the services to be provided for each handicapped person.

B. Division for the Education of the Handicapped will develop guidelines and provide technical assistance to public schools and education agencies to assure:

1. Special education students have been provided with prerequisite personal adjustment and prevocational skills prior to being referred to vocational education;
2. Placement of handicapped persons in vocational education programs is based on the individual education program.

C. Division for the Education of the Handicapped will encourage public schools and education agencies to have vocational education and vocational rehabilitation staff involved in the writing of the individual education program, wherever appropriate.

D. Division for the Education of the Handicapped will provide in-service training and technical assistance to special vocational education teachers and coordinators making them aware of services available from the Division of Vocational Rehabilitation and the requirements for eligibility for such services.

III. DIVISION OF VOCATIONAL TECHNICAL EDUCATION (VOC.ED.)

A. Vocational Education funds may be used to support special education students who are fourteen years of age and older in adaptive vocational education programs. State special education funds, State vocational funds, and local education funds will be combined at the local level in order to provide vocational skills instruction and/or academic/vocational supporting instruction for special needs students.

B. The Division of Vocational Education will require local school systems receiving state vocational funds to serve identified handicapped students in regular vocational programs if feasible. Special vocational programs will be provided for handicapped students at the local level if the regular program cannot be modified to meet individual needs.

C. The Division of Vocational Education will require that all special needs proposal for in-school handicapped persons be reviewed by division staff to assure that the programs are consistent with current state and federal laws governing programs for the handicapped, and are designed to meet the specific needs of handicapped persons within the school system's service area.

D. The Division of Vocational Education will provide statewide in-service workshops for special needs teachers, principals, guidance personnel, and vocational instructors designed to improve their capabilities in meeting the special needs of handicapped persons. Workshop participants will be made aware of the services provided to the handicapped by Special Education and Vocational Rehabilitation.

E. The Division of Vocational Education will assure that all handicapped students served in local vocational programs are properly screened, assessed and placed in such programs. All State and Federal guidelines governing the handicapped in educational programs will be adhered to.

F. The Division of Vocational Education will assure that all local vocational education programs serving the handicapped are of high quality and that every effort be made to place handicapped students in related gainful employment when such training is completed.

OTHER PROVISIONS

It is mutually agreed that each division shall develop a plan and/or issue an intra-departmental memorandum to all local education agencies and rehabilitation offices specifying the procedures for cooperatively developing coordinated services, the procedures for jointly serving handicapped persons, and the types of services that may be available from each division.

It is the intent that the provisions of this agreement shall be implemented insofar as practical within the existing policies and procedures of the respective divisions and in accordance to Section 504 of the 1973 Rehabilitation Act and as amended and P.L. 93-380 and as amended by the Family Rights and Privacy Act.

It is hereby agreed that each division shall assign one State office person and a staff person in each field service office to be responsible for coordinating and implementing the terms and activities of this agreement. Each division's State office person shall be responsible for providing State leadership, rendering in-service training, developing in-service training materials and providing technical assistance to the field service staff persons of the State Department of Education in order that each division may implement this agreement to the fullest extent with the local education agencies and rehabilitation personnel across the State.

Each division shall provide in writing the names, mailing addresses and titles of the State office persons and staff persons in each field service office designated as having responsibility for implementation of this agreement This information should be provided the respective divisions within 30 days after approval or renewal of this agreement. The respective divisions further agree to advise each division in writing as soon as practical of any changes in State office staff and/or staff persons in field service offices having any responsibility under this agreement.

It is further agreed this agreement shall be renewed or reviewed annually.

DIVISION OF VOCATIONAL REHABILITATION	DIVISION FOR THE EDUCATION OF THE HANDICAPPED	DIVISION OF VOCATIONAL TECHNICAL EDUCATION
O. E. Reece	Vernon Johnson	John Leeman
O. E. Reece Assistant Commissioner	Vernon Johnson Assistant Commissioner	John Leeman Assistant Commissioner
May 16, 1979 Date	5-18-79 Date	5/22/79 Date

APPROVED BY: E. A. Cox

E. A. Cox, Commissioner
Department of Education

5/22/79
Date

INTERAGENCY AGREEMENT

VERMONT

A STATEMENT OF COOPERATION

Administrative Units:

Department of Social and Rehabilitation Services
Division of Vocational Rehabilitation
Department of Education
Special Education and Pupil Personnel
Vocational-Technical Education

Date of Agreement: March, 1980

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

A STATEMENT OF COOPERATION

PREPARED BY INTERAGENCY TASK FORCE
OF THE DIVISIONS OF

VOCATIONAL REHABILITATION SPECIAL EDUCATION VOCATIONAL EDUCATION

I. INTRODUCTION

Employment can contribute measurably to the quality of an individual's life as well as provide a means for securing many of life's essential commodities - food, shelter, clothing, transportation, goods, and services. Opportunities to engage in meaningful and gainful employment are vital to a majority of the Vermont population, including the state's several hundred citizens who are disabled.

Disabled persons are begining to speak out in increasing numbers about the importance of employment in their lives. Dr. Frank Bowe, the founder of the American Coalition of Citizens with Disabilities, aptly summarizes the thoughts of disabled persons in his provocative book, Handicapping America (Rand McNally, 1978):

> Employment can provide deep personal satisfaction and feelings of self-worth, daily stimulation and challenge, monetary compensation, important fringe benefits, social interaction with a wide variety of people, the opportunity to produce and to create, recreation and enjoyment, and a constant impetus to further personal and professional growth. Enforced idleness, by contrast, denies feelings of self-worth, reduces opportunities for human growth through exposure to new experiences, produces bare subsistence-level living, and may instigate intense feelings of self-hatred and disgust. (p. 65).

Unfortunately, disabled persons all too often have not received the level of job training that enables them to qualify for employment opportunities. This fact is reflected by the following statistics:

1. According to U.S. Census Bureau statistics reported in 1976, 85% of the handicapped population earned less than $7,000 per year, and 52% of this segment of the population earned less that $2,000 per year.
2. Of more than 220 million people in the United States, 30 million are disabled in one way or another, yet only 1.4 million disabled persons are employed.
3. Only 2.1% of the total fiscal year 1978 enrollment in secondary vocational education programs was identified as handicapped.

4. The cost of dependency among unemployed disabled people in this country presently exceeds $114 billion per year, and is increasing yearly.

Forced idleness of disabled persons through unemployment is costly, often excessively so. The cost to taxpayers amounts to several million dollars annually. Family budgets, too, are often seriously strained. But of much greater concern is the degradation that invariably accompanies the waste and confinement of human potential.

Curbing the disporportionate unemployment of handicapped persons represents a challenge that no single agency can accomplish alone. To the contrary, this multi-faceted problem demands genuine cooperation among several agencies. For disabled young persons between the ages of 14 and 21, cooperation is paramount among three agencies: special education, vocational education, and vocational rehabilitation. This document has been written for the purpose of describing the nature of the cooperation that has been agreed upon by these three agencies, each of which has a mandate to serve disabled youths.

II. PHILOSOPHICAL INTENT

The successful delivery of appropriate occupational preparation services to handicapped individuals at the secondary and post-secondary level requires strong interagency cooperation. Effective and timely cooperation between and among agencies is necessary to insure the smooth transition of handicapped individuals from public education to the world or work.

Efforts to accommodate the handicapped in occupational preparation programs need to be intensified and expanded. An even more complex issue is the securing of effective vocational training for those students who possess more difficult or severe handicapping conditions. All too often regular and adaptive vocational training has not been available to these clients while those with milder handicaps are more likely to be accepted.

While numerous resources through public and private agencies have been available, the interagency linkages necessary to ensure the accessibility and delivery of supportive services have been missing. What is needed is the effective coordination of these resources in the area of education and training to facilitate the delivery of quality training and improved supportive services.

Increased programming attentive to the special needs of handicapped persons will begin to address the problem of a disproportionately large number of handicapped adults who are unemployed and underemployed. Only through a concerted effort in interagency cooperation can the handicapped individual be assured a full continuum of services beginning with public education and continuing through the adult years.

The development and implementation of cooperative services agreements between the Division of Vocational Rehabilitation, Division of Vocational Education and the Division of Special Education is the first step in facilitating our Vermont interagency cooperation. This agreement will exemplify the commitment of the agreeing agencies and facilitate the delivery of services at the regional program level. This document present a framework for the implementation of interagency agreement. While the processes described here indicate definite direction, flexibility should be inferred as each agency pursues its own cooperative service mandate. It is fully recognized that service delivery methods vary from agency to agency. Therefore, this document is an attempt to present a broad approach to stimulating new levels of cooperation between agencies which have as a common goal the occupational preparation of handicapped individuals.

III. THE POPULATION TO BE SERVED

Each of the three agencies that is a party to this agreement provides services for designated age ranges. Special Education serves children and youths between the ages of 0 to 21 or the completion of high school. Vocational Education principally serves young adults who have achieved junior or senior standing in high school, although certain programs offered by Vocational Education serve junior high school age students. Vocational Education also serves adults of all ages. Vocational Rehabilitation services for the most part are provided for persons who have reached an age when vocational planning is realistic, vocational goals can be identified, and services to help reach those goals can be justified. Generally, this occurs around age 16, but this may vary either way depending on individual circumstances.

Taking into consideration the age guidelines for each of the three programs, it would appear that the age group 14-21 constitutes the primary focus of this agreement.

There are 12,000 handicapped children who require special education services. Of this number, approximately 3,000 are enrolled in secondary programs and constitute the primary focus of this agreement. While these 3,000 youths were analyzed by particular dysfunction, approximately 700 students have physical or mental disabilities of a type that qualify for referral to the Vocational Rehabilitation Division for collaborative services as described in this Agreement.

IV. ENABLING LEGISLATION

The principle federal legislative references are:

Part B of the Education of the Handicapped Act (EHA-B) as amended by Public Law 94-142 requires States to assure a free appropriate public education for all handicapped children. A free appropriate public education is defined as "special education and related services".

The Rehabilitation Act (P.L. 93-112) authorizes vocational rehabilitation agencies to provide services to handicapped individuals in order that these individuals may "prepare for and engage in gainful employment".

Under Title II of the Education Amendments of 1976 (P.L. 94-482), vocational education provides the occupational training and support services needed to enable handicapped persons to prepare for employment. Eligible persons are those who are in high school, those who have completed or left high school and are available for full-time study, and those in the labor market who need upgrading or re-training.

P.L. 94-142 makes each State responsible for the provision of a Free Appropriate Public Education. Such an education must be offered at no cost to the parents, be under public supervision and direction, meet the standards of the Vermont State Board of Education and P.L. 94-142, and be provided in conformity with an Individualized Education Program (IEP). Special education includes vocational education when it meets the conditions of a free, appropriate public education.

P.L. 93-112 contains a longstanding "similar benefit" or "first dollar" provision which requires the vocational rehabilitation agency to make full use of existing resources before expenditure of Vocational Rehabilitation funds to pay for certain services. Consequently, without a clear-cut cooperative working agreement, there can easily be some misunderstanding in the case of handicapped individuals who are eligible under more than one program.

P.L. 94-482 requires State Education agencies, under the State Board for Vocational Education, to expend 10% of the "Basic Grant" allocations to pay for special services needed by handicapped students to succeed in regular vocational education programs. Students with disabilities who can succeed without special services are not reported as handicapped under the vocational education reporting system.

The issue of current concern between education and rehabilitation falls in the area of "related services: inasmuch as the provision of basic academic instruction and vocational education continues to be the responsibility of the education agency. However, "related services" of an education nature may overlap certain Vocational Rehabilitation Services. Consequently, a number of handicapped individuals under 21 years of age may be eligible for related services under all three programs at the same time.

Although the goals of each program are different, many of the services which may be offered under one program could, under certain circumstances, be provided by the other. It must be remembered, however, that terms and purposes are not always identical and that there will remain differences to be resolved at the local level within each agency's laws, regulations, priorities, and resources.

V. SCOPE OF SERVICES

The following is an analysis of the type and scope of services that the three agencies typically render in the course of providing vocational training and education.

Special Education

Special educators serve children and youths from birth through the age of 21 in a variety of instructional settings, ranging from intensive one-to-one instruction to itinerant consultation with a child's regular classroom teachers. Special education offers support services so that children can be retained in regular classes and the regular education curriculum; it also provides special curricula for disabled children and youths who require intensive instruction in such areas as self-care skills.

It lies within the purview of special education to offer a variety of career education activities - career awareness and career exploration - for all children and youths which it serves. Beyond this, the vocational preparation offered through special education is limited to Diversified Occupations, Coordinated Vocational Academic Education, and a small number of programs which focus on preparation for selective employment in sheltered workshops or other non-competitive work settings.

The Diversified Occupations Program offers high school age handicapped youths a wide range of career exploration activities in a laboratory setting together with supplemental learning experiences in academic, social, and practical skills areas. Instruction is given in such areas as: woodworking, landscaping, metalworking, child care, quantity foods, small engines, and textiles. The training given in Diversified Occupations has a threefold purpose. It serves as the basis to evaluate vocational interests and aptitudes. It acquaints students with the equipment, accessories, production processes, and vocabulary which they will encounter if integrated into a regular vocational program, and of greater importance, it provides skill training that may be helpful in seeking employment.

The pre-vocational activities of the Diversified Occupations Program are followed whenever practical with integration into a regular vocational program, ideally a program in which the student was taught many fundamental, corresponding basic concepts in Diversified Occupations.

Each Diversified Occupations Program also includes a work-study component, making it possible for students to experience first hand what it means to work in commerce or industry.

Altogether, the student who spends four years in Diversified Occupations gets two years of pre-vocational education, two years of vocational education, and one or more years of work-study.

Beginning in the school year 1979-80, a secondary level special education program called Coordinated Vocational Academic Education will be established on a pilot basis in one school district. The aim of the program will be to broaden the present scope of instructional experiences offered to mildly handicapped youths through the consulting teacher/learning (CT/LS) specialist program.

The components to be added to the secondary CT/LS program as it now exists include: an occupational orientation class, special tutoring for students enrolled in regular vocational education programs, work-study for selected students, and increased career related counseling. The long term goal is to establish a CVAE program in each high school which is large enough to require the services of a full-time learning specialist. A modified version of the program will also be established in each Area Vocational Center. Within the Area Centers, the CVAE program will emphasize consultation with vocational instructors around the unique needs of handicapped pupils.

For a small number of handicapped young adults, opportunities for competitive employment will be very limited. For these individuals, the secondary curriculum will emphasize self-care skills with the goal of attaining a miximum degree of independence. The vocational component of this curriculum will be highly individualized and will emphasize specific tasks to be performed in a sheltered workshop setting or some other selectively procured work setting.

In addition to the career preparation programs discussed in the preceding paragraphs, special education offers a variety of related services, including speech and language pathology, physical and occupational therapy, adaptive physical education and special transportation. Other services are provided by special education on an individual basis as determined by the educational objectives which are listed in an individualized educational program.

Vocational Education

Vocational education in Vermont is available to all students in their junior and senior years of high school. The major emphasis of vocational education is upon "programs, services and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree". (Vermont State Plan for Vocational Education, 1980).

There are sixteen area vocational centers in Vermont situated so as to cover all school districts in the state. In nearly all cases, the area vocational center is an integral part of a comprehensive high school. Each area vocational center extends its services to other high schools (called sending schools) within an approximate 15-mile radius of the host school.

Students from both the host school and the sending schools attend vocational classes on a half-day schedule, returning to the home school for academic coursework for the balance of the school day.

For FY '80, it is expected that vocational education will serve slightly over 18,000 of Vermont's students in one or more of seven major vocational areas: agriculture, distributive education, trade and industrial education, health occupations, office occupations and consumer and home economics education. This represents approximately 54% of all eligible 11th and 12th grade students.

Typically, a student enters a vocational program of his or her choosing following extensive orientation during the sophomore year. In the first year of vocational education, the student can expect to receive a balanced mix of hands-on laboratory experience and related instruction. In the second year, a greater emphasis is given to the laboratory experience with the opportunity to test readiness for the world of work in a Cooperative Education program. In Cooperative Vocational Education, the student has the opportunity to "try on" a job for pay under the general supervision of a Coop Cordinator in lieu of class time.

Occupational information is available through a Vocational Guidance Coordinator employed at each center. The guidance coordinator also serves special functions such as assisting the instructional staff in mainstreaming handicapped students into regular vocational programs, developing IEP's for handicapped students as well as cooperating with high school counselors in providing specialized assistance to students in need of counseling.

A new source of assistance for special needs students is found in the remedial resource programs now operating in fourteen of the sixteen Area Vocational Centers throughout the state. Special needs tutors offer remediation in applied math skills, reading comprehension and other support services required to enable the academically disadvantaged student to succeed in a regular vocational education program.

After two years of vocational education, job readiness is measured by the competencies acquired within a student's selected program. A concentrated effort is made both by the Coop Coordinator and home high school guidance.

Counselor to place each vocational education student in a job related to the student's program of instruction.

Handicapped pupils have equal access to all vocational education programs and services, except for programs which are designated exclusively for the disadvantaged. Vocational education is required to earmark 10% of its federal funds for the benefit of handicapped persons. It does so by covering the cost of expendable materials which are used in D.O. laboratories, equipping the D.O. programs, providing a special needs teacher educator at UVM, and establishing pilot programs for handicapped persons who would benefit from vocational training outside the Area Center.

Vocational Rehabilitation

Vocational Rehabilitation, a Division in the Department of Social and Rehabilitation Services, provides a variety of services to handicapped youths and adults. Many of the persons served by Vocational Rehabilitation are referred by other agencies. For example, Vocational Rehabilitation serves numerous clients who are in the custody of the Department of Corrections. They also serve a large number of persons who are recipients of various forms of public assistance. Irrespective of the source of referral, the goal of rehabilitation remains the same: to make people employable.

Eligibility Criteria for Vocational Rehabilitation

Who is eligible for Vocational Rehabilitation services and under what conditions can they be provided? Vocational Rehabilitation has two basic criteria for determining eligibility. They are:

> "The presence of a physical or mental disability which for an individual constitutes or results in a substantial handicap to employment; and a reasonable expectation that Vocational Rehabiliation services may benefit the individual in terms of employability."

The term "disability" as used above is defined as follows:

> "Physical or mental disability means a physical or mental condition which materially limits, contributes to limiting, or if not corrected, will probably result in limiting an individual's activities or functioning."

The Rehabilitation Act of 1973 further mandates that Vocational Rehabilitation Programs should establish as their first priority the provision of Vocational Rehabilitation services to persons who are severely handicapped. A severely handicapped person is one who:

1. Has a severe physical or mental disability which seriously limits his/her functional capacities (mobility, communication, self-care, self-direction, work tolerance, or work skills) in terms of employability; and
2. Whose Vocational Rehabilitation can be expected to require multiple Vocational Rehabilitation services over an extended period of time.

Vocational Rehabilitation serves approximately 4,000 persons annually. Each applicant is evaluated - often extensively - to establish the applicant's potential for employment following the provision of rehabilitation service. If determined eligible for rehabilitation, and Individualized Written Rehabilitation Program

(IWRP) is developed by a case counselor. The IWRP specifies the types of services to be provided and the duration of the services. Among the services which may be provided by Vocational Rehabilitation, according to individual need, are the following:

- Evaluations - medical, psychological, and vocational - to determine employment interests and aptitudes and to establish whether there are medical or psychological barriers to employment that can be corrected.
- Restoration and/or prosthetic devices which may be needed before an individual can obtain employment.
- Training programs of all types: on-the-job training, colleges, or university training, apprencticeships, public and private vocational schools.
- Vocational placement and follow-up at the time a client is determined to be job-ready.
- Transportation during the training period.
- Tools, licenses, supplies, and equipment necessary to the useful implementation of the training period.
- Maintenance payments for living expenses incurred during training.
- Provision of special modifications in devices which allow the disabled to operate machinery or equipment involved in training or placement.
- Reader service, interpreter services, or similar help which will allow the disabled persons to benefit from training.

A summary of the services which can be provided by the three cooperating agencies follows on the next page.

SUMMARY OF SERVICES PROVIDED BY THREE COOPERATING AGENCIES

SERVICES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL** REHAB
Referral			
1) Screening/intake	*	*	*
Assessment			
1) Psychological/behavioral	*		*
2) Medical	*		*
3) Vocational	*	*	*
4) Educational/achievement	*	*	*
5) Personal/social	*		*
Program Planning			
1) Individualized education program (IEP)	*	*	
2) Individualized written rehabiliation program (IWRP)			*
3) Employability plan	*	*	*
Vocational Training			
1) Vocational education laboratory protrams		*	
2) Vocational education coop pgms.		*	
3) Diversified occupations (special vocational programs)	*	*	
4) Individual vocational training		*	*
5) Sheltered workshop (evaluation and training)	*	*	*
6) Work-study	*	*	
7) On-the-job training	*	*	*
8) Pre-vocational program	*	*	*
9) Special vocational training schools			*
10) Post-secondary vocational schools (public and private)		*	*

Vocational Support Services			
1) Personal adjustment & vocational counseling	*	*	*
2) Interpreter/note-taker services		*	*
3) Reader services			*
4) Modified tools, devices, equipment	*	*	*
5) Tools, devices, equipment			*
6) Instructional aides, tutors, etc.	*	*	*
7) Related services (O.T., P.T., speech correction, etc.)	*		*
8) Transportation (to work)			*
9) Subsistance support hearing training			*
10) Physical restoration			*
11) Medical assistance (other than diagnostic)			*
12) Psychological services	*		*
13) Artificial appliances			*
14) Job funding/development	*	*	*

** All Vocational Rehabilitation applicants must receive assessment services; other services are based on eligibility and individual service need to reach vocational objectives.

VI. IMPLEMENTATION DESIGN

There will be two distinct service delivery designs for the immediate future. The two designs to be implemented and assessed are:

1. A Pilot Program for Two School Districts
2. Joint Service Delivery System for the Balance of the State

A. Pilot Program

1. Two School Districts will be chosen as pilot areas and the configuration of the service delivery system will be as follows:

   The Special Education Study Coordinator in the local school district will be appointed as a Vocational Rehabilitation agent.

   This Vocational Rehabilitation agent, after appropriate training and under the supervision of Vocational Rehabilitation professionals, will identify, refer, and assist in the delivery of Vocational Rehabilitation services to those potential and actual Vocational Rehabiliation clients who fall into his constituency.

3. The linkages with vocational education and guidance will be studied.

Pilot Program Details

When handicapped persons are determined eligible for vocational rehabilitation services, they are assigned to a vocational rehabilitation counselor. The counselor develops and Individualized Written Rehabilitation Plan which prescribes the services needed by the client in order to become employable. A wide range of services may appear in a particular IWRP. One way to increase the Vocational Rehabilitation services available for handicapped school-age youth is to allow special education work-study coordinators to perform certain functions of a rehabilitation counselor and to work in close cooperation with counselors in the development and implementation of IRWP's.

What is being proposed is an expanded role for work-study coordinators, Rather than limit the activities of work-study coordinators to work-placement and follow-up, it is proposed that these persons become actively involved in the development and fulfillment of an IWRP. The Plan would prescribe the services which would be provided to the student under the aegis of vocational rehabiliation. The Plan would delineate the providers of all services, including the services to be provided or monitored by the work-study coordinator acting as an adjunct rehabilitation agent.

The work-study coordinator would have direct access to the vocational rehabilitation counselor on whose rolls the student/client appears. Under the proposed arrangement, work-study coordinators would receive training in vocational rehabilitation processes. Each coordinator would be expected to become intimately acquainted with vocational rehabilitation: its eligibility requirements, the services that can be arranged, the procedures for allocating funds to counselors for general casework, methods of evaluation, procedures for developing and monitoring IEP's, and so forth. In-service training in Vocational Rehabilitation processes will also be provided through area meetings and workshops.

Behind every IWRP would be an experienced rehabilitation counselor. Nothing in the proposed plan seeks to remove this fundamental provision. Nonetheless, there are many facets of the IWRP that can be monitored or provided by the work-study coordinator who presently functions solely within the realm of special education.

It must be stressed that the work-study coordinator's role in education would not be radically changed. The work-study coordinator would continue to report to a designated supervisor in education. However, it would be understood that the work-study coordinator has certain rehabilitation functions to perform, at least for certain students. What will change is that work-study coordinators will be asked to devote virtually full-time to the task of placing handicapped students in meaningful jobs and monitor those placements from a rehabilitation perspective as well as an educational one solely.

The proposed role will be piloted in two districts which operate Diversified Occupations Programs. All of the programs would be situated in a single vocational rehabilitation region of which there are four in the State.

Much more remains to be tried and tested; much more remains to be said concerning the proposed rehabilitation agent's role for work-study coordinators. There is, however, a positive commitment to explore the feasibility of providing employment preparation services through this expanded role.

Individualized Employability Plan

Another issue that may be considered in the two pilot efforts is the concept of an Individualized Employability Plan for handicapped students who have attained the age of 14. The Individualized Employability Plan would be a synthesis of the Individualized Education Plan and the Individualized Written Rehabilitation Program. It would then be a single document which lists the experiences provided for a handicapped student in an effort to make the individual fully employable at the conclusion of high school. If employment is not a realistic goal, it would list the experiences provided so that an individual is prepared for futher schooling, military service, or other appropriate post-school activity.

The concept of an Employability Plan represents significant innovation. For this reason, several related issues will be considered during the pilot phase of the proposed cooperative venture. Some of the issues to be considered are:

a) Who will develop the Employability Plan and at what points will the involvement of outside agency personnel be sought?

b) Which handicapped pupils will benefit from an Employability Plan?

c) In what stages will the Plan be amended?

d) To what extent will students be involved in the development of the Plan? What will the parents role be?

e) How will employability barriers be handled?

f) Will the Employability Plan be binding in the same sense that an IEP is?

It is proposed that initially the Employability Plan be developed by the persons on a student's IEP planning committee. This group would decide whether vocational rehabilitation services are likely to be needed at a later time in the individual's schooling. If so, a rehabilitation representative would be invited to joint the sessions in which the Employability Plan is developed. Once a student reaches an age which makes him or her eligible to participate in vocational education, a representative from that program area would also be invited to participate in the development of the Plan.

The group which develops the Employability Plan would take into consideration two sets of factors: the experiences, traits, and knowledges which enhance an individual's employability and those traits, characteristics, and behavior patters which will impede an individual's employability and which the public school system with assistance from vocational rehabilitation can realistically change in a positive direction.

The Employability Plan concept will be discussed further with secondary teachers, counselors, parent groups, advocacy groups, and other interested persons. It could be a unique feature of secondary special education. Its chief benefit lies in the fact that considerations around the important area of employability will not be left to chance. Factors which might enhance or detract from one's employability will be considered within a time frame that allows some positive steps to be taken on an individual's behalf.

B. Joint Service Delivery System for the Balance of the State

A statewide interim system of service delivery for the balance of the state will operate as follows:

The Special Education Work Study Coordinator at the high school level will identify and refer potential Vocational Rehabilitation clients to the Vocational Rehabilitation Regional Manager.

The Vocational Rehabilitation Regional Manager will then assign a Vocational Rehabilitation Counselor to provide service. This Vocational Rehabilitation Counselor will then interact with the Work Study Coordinator and the Vocational Education and Special Education Systems to bring about joint planning and service delivery.

The Work Study Coordinator will continue to serve throughout the entire rehabilitation process as the major contact point between the systems. He/She will assure that all potential clients are brought to the attention of the rehabilitation program. He/she will further assure that communication lines are open to the Vocational Rehabilitation Counselor. This will insure appropriate and timely planning and service delivery to our joint client.

VII. IN-SERVICE TRAINING ACTIVITIES

The cooperating Divisions will explore the need for training activities which would be of mutual benefit to the three parties. Such areas as job development, vocational evaluation, selective placement, affirmative action provisions, incentives for hiring the handicapped, and employment barriers to the handicapped are of common interest to the field personnel of the three agencies. The Interagency Task Force will investigate ways to cooperate in the provision of mutually beneficial in-service training.

The cooperating Divisions support the efforts of the University of Vermont in seeking support for the establishment of a comprehensive training team in the area of career preparation of the handicapped. The Divisions applaud the collaboration that has taken place between the Department of Vocational Education and Technology and the Department of Special Education and Human Services. If a training team evolves as proposed, the cooperating Divisions will provide technical assistance to the team and will encourage field personnel to participate in training activities.

VIII. REVIEW AND MONITORING OF AGREEMENT

The Director of the Division of Vocational Rehabilitation in the Department of Social and Rehabilitation Services and the Directors of the Divisions of Special Education and Vocational Education in the Department of Education shall be responsible and accountable for the statewide implementation and conduct of this agreement.

The Directors of the three cooperating Divisions and other designated staff members will meet on a quarterly basis to review the status of cooperative efforts throughout the State. These meetings will also provide an opportunity to discuss additional cooperative endeavors. Periodically, representatives from consumer and advocacy groups will be invited to give their views on matters which relate to cooperative planning between the three Divisions.

Full opportunities will be provided to local school programs to participate in a program review and to advise on program changes.

IX. CLIENT/AGENCY COMPLAINTS

Complaints concerning individual divisions exclusively will be dealth with according to the mechanisms now in place in the respective divisions.

Complaints concerning more than one division will be processed through a mechanism to be developed by the signatories to this agreement.

X. CONFIDENTIALITY OF CLIENT INFORMATION

Federal and state laws of the client's right to confidentiality shall be strictly adhered to. This agreement allows each agency's representatives access to relevant portions of client records and other pertinent information. A formal individual client release of information statement will be required for all record material shared. Disputes concerning relevancy and pertinency shall be resolved by managers at the client record-keeping level, this failing, by the Division Directors who are party to this agreement.

XI. MODIFICATION - TERMINATION - REVIEW

The terms of tnis agreement may be modified or revised by mutual consent.

The agreement may be terminated by either party on sixty (60) days' written notice.

The agreement will be reviewed not less than annually by the signatories; certification that this review has taken place and appropriate modification taken place will be filed with the original document.

DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

R. Kent Stoneman
R. Kent Stoneman, Commissioner
Date: 3/31/80

Richard W. Hill
Richard W. Hill, Director
Division of Vocational Rehabilitation
Date: 1/31/80

DEPARTMENT OF EDUCATION

Robert A. Withey
Robert A. Withey, Commissioner
Date: 3/11/80

Jean S. Garvin
Jean S. Garvin, Director
Special Education & Pupil Personnel
Date: 3/11/80

ArtHur W. Ericson, Director
Vocational-Technical Education
Date: 3/11/80

INTERAGENCY AGREEMENT

VIRGINIA

INTERAGENCY COOPERATIVE SERVICES AGREEMENT

Administrative Units:

Department of Rehabilitative Services
Department of Education
Division of Vocational Education
Division of Special Education

Date of Agreement: August, 1979

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

INTERAGENCY COOPERATIVE SERVICES

AGREEMENT BETWEEN

THE DEPARTMENT OF REHABILITATIVE SERVICES

AND

THE DEPARTMENT OF EDUCATION

This interagency cooperative services agreement is made and entered into by and between Altamont Dickerson, Jr., Commissioner of the Department of Rehabilitative Services and S. John Davis, State Superintendent of Public Instruction.

The purpose of this agreement is to provide for maximum coordination and utilization of services of each Department in implementing the Revised State Plan for the Identification and Diagnosis of Children who are Handicapped.

The provisions of this agreement shall reflect the policies of the Department of Rehabilitative Services and the Department of Education and shall become effective upon the date signed by the Commissioner of the Department of Rehabilitative Services and by the Superintendent of Public Instruction. This agreement shall terminate in one year subject to renewal with or without amendments. This agreement may be amended by mutual consent of the parties concerned, or it shall be amended to reflect changes imposed by Federal and/or State laws or regulations, provided that such changes are stated in writing to the other party 30 days prior to the effective date of any such changes.

A. Department of Education

The Division of Vocational Education Agrees to:

1. Provide needed consultation to assure the initiation of vocational educational programs for handicapped students in local school divisions, State schools, institutions, and hospitals.

2. Provide consultative services to local school divisions, State schools, institutions, and hospitals to assure initial placement and maintenance of eligible handicapped students in regular educational programs.

3. Reimburse local school divisions, State schools, institutions, and hospitals for approved vocational educational programs for handicapped students in accordance with procedures prescribed by the Board of Education.

4. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of special vocational educational programs for the handicapped eligible for special funding.

5. Determine the eligibility of vocational education teachers to be employed in vocational education programs for handicapped students.

6. Cooperate in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement with the Division of Special Education and the Department of Rehabilitative Services an in-service training program on the implementation of this interagency agreement.

8. Cooperate with the Division of Special Education and the Department of Rehabilitative Services in the determination of in-service training needs of local school division and State personnel in the provision of appropriate academic, pre-vocational and vocational services for handicapped students.

9. Assist the Division of Special Education in the approval of private schools providing vocational education training for handicapped students.

The Division of Special Education Agrees to:

1. Provide needed consultation to assure the initiation of vocational education programs for the handicapped in local school divisions, State schools, institutions and hospitals.

2. Provide consultative services to local school divisions, State schools, institutions and hospitals to maintain appropriately placed handicapped children in regular vocational education programs.

3. Reimburse local school divisions, State schools, institutions, and hospitals in accordance with procedures prescribed by the Board of Education.

4. Provide financial assistance to local school divisions for jointly approved cooperative vocational education programs for handicapped students.

5. Certify the eligibility of special education teachers to provide related instruction in vocational education programs for the handicapped.

6. Cooperate with the Division of Vocational Education and the Department of Rehabilitative Services in the development of guidelines and procedures for the implementation of this interagency agreement.

7. Plan and implement in cooperation with the Division of Vocational Education and the Department of Rehabilitative Services an in-service training program relating to the vocational education of handicapped students in the least restrictive environment.

8. Approve, in cooperation with the Division of Vocational Education, private schools providing vocational education programs for the handicapped.

9. Reimburse Woodrow Wilson Rehabilitative Center for special education teachers employed to provide related instruction for handicapped students participating in vocational education programs.

The Department of Rehabilitative Services Agrees to:

1. Provide needed consultation to initiate joint vocational educational programs in local school divisions, State schools, institutions and hospitals for handicapped students.

2. Cooperate with the Department of Education in the development of guidelines and procedures for the implementation of this interagency agreement.

3. Plan and implement with the Division of Vocational Education and Special Education an in-service education program for State and local personnel on the implementation of this interagency agreement.

4. Cooperate with the Divisions of Vocational Education and Special Education in the determination of in-service requirements for local school divisions, State schools, institutions and hospital personnel in the provision of appropriate academic, pre-vocational and vocational education services for handicapped students.

5. Provide vocational assessment for handicapped students, ages 15-21, and who meet the Department of Rehabilitative Services criteria for eligibility.

6. Determine the eligibility of individuals referred by educational agencies for vocational rehabilitation services.

7. Provide vocational rehabilitation services for those handicapped persons who meet the Department of Rehabilitative Services criteria for eligibility.

8. Provide job placement and services for handicapped students upon leaving school.

9. Provide counseling services for rehabilitative clients while enrolled in school and continue upon termination of the educational program.

10. Provide vocational training at WWRC for all appropriate students residing therein.

11. Provide training programs for employers designed to foster a positive attitude and environment relating to the employment of handicapped students.

12. To cooperate in the development of the Individualized Education Program and coordinate services with the Individualized Written Rehabilitative Plan as appropriate.

Local School Divisions and State Facilities are Responsible for:

1. Providing vocational education and related services for their handicapped students.

2. Maintain appropriate records and accounts as required.

h. Special Education Students

The Department of Rehabilitative Services will provide the following to DRS clients who are eligible for special education:

1. Vocational Guidance
2. Vocational Counseling
3. Job Development & Job Placement
4. Provide vocational evaluation for special education students eligible for rehabilitative services when these services are not programmatically available through the school system. For individuals not eligible for vocational rehabilitation services the schools may purchase these services at one of the agency's regional evaluation centers or through Woodrow Wilson Rehabilitation Center.
5. Provide coordination and consultation in the development of the IEP in regards to its vocational components. Counselors are encouraged to provide guidance and input during their itinerant visits.
6. Medical information to establish vocational rehabilitation eligibility.
7. Physical and Mental Restoration services which are necessary to the IWRP.
8. Occupational tools for employment.
9. Post-employment services.
10. Transportation in connection with the provision of vocational rehabilitation services, i.e., the job training sites where placement has been made by the school and the vocational rehabilitation agency.
11. On-the-job training (see Page 97 for criteria).

i. Non-Special Education Students

Those individuals in school who are not eligible for special education, but might be eligible for the Department of Rehabilitative Services, would be treated as any other candidate for services through the Department. The counselor should continue to work with the local school division to utilize their services, similar benefits, i.e.:

1. Local School Programs
2. Adult Education Programs
3. Community Colleges

3. Determine the eligibility of students for special education and related services.

4. Provide, or otherwise arrange for, appropriate vocational counseling for handicapped students.

5. Arrange for counseling of parents relating to career choices for handicapped students.

6. Make available to designated State personnel in accordance with regulations governing the Management of the Student's Scholastic Records in the Public Schools of Virginia the individual records of students.

7. Coordinate the services of vocational education, special education and vocational rehabilitation within the local school division.

8. Plan and implement an in-service training program for teachers, counselors, supervisors and administrative personnel regarding the vocational education of handicapped students.

9. Assure the inclusion of vocational services in the IEP of each handicapped student and coordinate services with the Individualized Written Rehabilitation Plan as appropriate.

10. Include Vocational Education and Vocational Rehabilitation personnel in the development of the IEP when appropriate.

C. Funding Sources:

The implementation of this agreement is contingent upon the availability of appropriate funding for the above referenced services.

S. John Davis, Ed. D.
Superintendent of Public Instruction

12-18-79
Date

Altamont Dickerson, Jr.
Altamont Dickerson, Jr.
Department of Rehabilitative Services

August 1, 1979
Date

J. Wade Gilley, Ph. D.
Secretary of Education

[illegible]
Date

Jean L Harris
Jean L. Harris, M. D.
Secretary of Human Resources

7-11-80
Date

INTERAGENCY AGREEMENT

WEST VIRGINIA

STATEMENT OF COOPERATION BETWEEN THE DEPARTMENT OF EDUCATION AND THE DIVISION OF VOCATIONAL REHABILITATION TO MAXIMIZE SERVICES TO HANDICAPPED INDIVIDUALS

Administrative Units:

Department of Education
Division of Vocational Rehabilitation

Date of Agreement: June, 1979

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

STATEMENT OF COOPERATION BETWEEN THE DEPARTMENT OF EDUCATION AND THE DIVISION OF VOCATIONAL REHABILITATION TO MAXIMIZE SERVICES TO HANDICAPPED INDIVIDUALS

A. PREAMBLE:

The enactment of federal and state legislation relative to the education and rehabilitation of handicapped individuals,)P.L. 94-142, the Education of All Handicapped Children Act of 1975; P.L. 94-482, Education Amendments of 1976; and Vocational Rehabilitation Act of 1973 as amended) necessitates the establishment of a cooperative agreement between the Department of Education and the Division of Vocational Rehabilitation. As used in this document, the Department of Education refers specifically to the Bureau of Vocational, Technical and Adult Education and the Division of Special Education and Student Support Systems. Such a cooperative agreement shall assure that (a) each handicapped child in the State who needs special education, vocational education, and/or vocational rehabilitation services is promptly identified and that appropriate services are made available to the individual; (b) when a child in the public school system needs a combination of special education, vocational education; and/or vocational rehabilitation services, such services are coordinated and provided promptly and efficiently; (c) each handicapped child in the public school system who will need vocational rehabilitation upon completion of his/her educational program will have the opportunity to receive such services promptly and efficiently; and (d) there will be optimal utilization of the programs and facilities of the three parties.

B. PREMISE

The words "primary" and "shared" responsibility as used in this agreement are defined as:

Primary - having the legal responsibility to serve the student/client and to call upon other agencies for assistance as necessary

Shared - to provide referral, support and assistance to the agency having primary responsibility

It is agreed that the two variables involved in the preparation of this document are (1) the age of student/client; and (2) the school status (enrolled in school/not enrolled in school). Thus, the premise is stated: (1) each agency shall operate in accordance with it's respective laws, regulations and state plan; (2) from ages 5 to 15, the primary responsibility for services rests with the Department of Education and the local education agencies, with the Division of Vocational Rehabilitation having shared responsibility; (3) for persons age 16 to 23 who are enrolled in school, the primary responsibility rests with the Department of Education and the local education agencies, with the Division of Vocational Rehabilitation having shared responsibility; (4) for those persons age 16 to 23 who have not left school by way of graduation and have not elected to be served by the Division of Vocational Rehabilitation, primary responsibility for identification, special education and related services rest with the Department of Education and the local education agencies with the Division of Vocational Rehabilitation having shared responsibility (5) for persons age 16 to 23 who have left school by way of graduation or elected to be served by the Division of Vocational Rehabilitation, the primary for services rests with the Division of Vocational Rehabilitation, with the Department of Education and the local education agencies having shares responsibilities; (6) for persons age 23 and beyond, the primary responsibility for services rests with the Division of Vocational Rehabilitation, with the Department of Education and the local education agencies having shared responsibility for past-secondary vocational education programming and (7) when shared responsibilities are anticipated, the Individualized Educational Plan and/or the Individualized Written Rehabilitation Program will be developed cooperatively.

C. It is further agreed that the Agency first making contact with the individual applicant assumed responsibility to initiate procedures to provide appropriate service or to make referral to the other agency. The agency receiving the referral will provide appropriate feed back to document that the referral has been received and will be processed.

D. It is agreed that the Division of Special Education and Student Support Systems; the Bureau of Vocational, Technical and Adult Education; and the Division of Vocational Rehabilitation shall each appoint one (1) representative to share as a liaison committee, which shall meet at least quarterly. The liaison committee shall assist in: (1) the exchange and dissemination of information; (2) coordination of each agency's state plan; (3) providing for the necessary inservice training between staff of the agencies; (4) utilization of training facilities for students/clients of the agnecies. (e.g. enrolling a division of Vocational Rehabilitation client in a program at a vocational-technical center, or providing vocational evaluation for a student in a Vocational Rehabilitation facility); and (5) identifying areas needing additional cooperative planning and action.

E. Each agency shall respect the individual student/client right to confidentiality and will seek to expedite the sharing of pertinent student/client information.

F. Each agency will encourage the establishment of a similar statement of cooperation between the local education agencies and the Division of Vocational Rehabilitation offices throughout the State.

G. The cooperative agreement shall be in effect from the date it is signed and may be amended or terminated by mutual consent.

State Superintendent of Schools

Date June 28, 1979

Director of the West Virginia Division
of Vocational Rehabilitation

Date June 25, 1979

INTERAGENCY AGREEMENT

WISCONSIN

JOINT AGREEMENT

Administrative Units:

Department of Public Instruction
Division for Handicapped Children
Department of Health and Social Services
Division of Vocational Rehabilitation

Date of Agreement: March, 1977

**LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION**

College of Education
University of Illinois
at Urbana-Champaign

JOINT AGREEMENT

Department of Public Instruction, Division for Handicapped Children

and

Department of Health and Social Services, Division of Vocational Rehabilitation

PURPOSE OF AGREEMENT

To clarify policies and procedures within the Department of Public Instruction, Division for Handicapped Children and the Department of Health and Social Services, Division of Vocational Rehabilitation regarding services to handicapped individuals.

STATEMENT OF JOINT CONCERN

The Department of Public Instruction, Division for Handicapped Children, and the Department of Health and Social Services, Division of Vocational Rehabilitation, are charged with the responsibility of insuring that the vocational needs of Wisconsin handicapped individuals be met through a cooperative coordinated, interagency effort that will maximize efficiency in the referral, evaluation, planning and programming requirements to assure achievement of appropriate vocational goals.

I. Responsibilities of the Department of Public Instruction, Division for Handicapped Children

The Division for Handicapped Children, Department of Public Instruction has two Bureaus. (1) The Bureau for Exceptional Children, whose staff provides consultative assistance, coordination and supervision of special education programs/services for children with exceptional educational needs pursuant to Chapter 115 of Wisconsin Statutes and Public Law 94-142 of Federal Statutes. These statutes mandate that each child who has been identified as having exceptional educational needs shall be provided with the opportunity to receive special education at public expense suited to the child's individual needs. Special education programs/services are provided, at public school expense, for mentally retarded, emotionally disturbed, hearing impaired, learning disabled, vision impaired, speech impaired, physical and other health impaired, school-age mothers and in the area of early childhood. (2) The Bureau for Crippled Children is responsible for administering Title V of the Social Security Act which includes the Crippled Children's program. This program provides financial assistance, consultative and diagnostic services for children from birth to 21 years of age for the following specific programs: orthopedic, hearing conservation, cleft lip and cleft palate, cardiac, cystic fibrosis, scoliosis and other selected handicapping conditions, particularly those relating to congenital anomalies.

II. Responsibilities of the Department of Health and Social Services, Division of Vocational Rehabilitation

Through a system of individualized case work procedures, the Division of Vocational Rehabilitation assists handicapped individuals in realizing vocational objectives. These services include vocational counseling, evaluation and placement services. Specific services are developed under an Individualized Written Rehabilitation Program mutually developed by the client and the DVR counselor. This program, if appropriate, might include training, education, physical or mental restoration, occupational tools and licenses, and other services related to the achievement of a long-range vocational objective.

III. Occupational Adjustment Program

The Occupational Ajustment Program is intended to coordinate the resources of a community of a special education and rehabilitative nature to serve selected pupils requiring vocational rehabilitation services support. It is intended to serve as a meeting ground for the Local Education Agency, the district Division of Vocational Rehabilitation and the Division for Handicapped Children to facilitate the provision of a program of special education and rehabilitation services to students requiring both efforts.

The Division for Handicapped Children encourages the incorporation of work experience components into the secondary curriculum for children with exceptional educational needs. The special education teacher is assigned the responsibility for implementing an individual educational plan which should include career education and vocational programming. This programming effort, through the cooperation of Vocational Rehabilitation personnel, can include released time from classroom instruction to participate in vocational activities in the community. Other responsibilities of the LEA are to:

1) Assure that the special education teacher(s) and/or work coordinator(s) will refer the appropriate special education students to vocational rehabilitation at mutually agreed upon points of readiness for further vocational activities, such as on-the-job training, placement, medical services, or other rehabilitative services pursuant to policies and criteria of the Division of Vocational Rehabilitation.

2) Support the teacher(s) and/or work coordinator(s) in their coordination efforts with the rehabilitation counselor in order to insure that these students will be processed for vocational rehabilitation eligibility before any service cost commitments are made.

Each of the district offices of the Division of Vocational Rehabilitation will make every effort to provide a smooth transition for the selected special education student from school to employment, In fulfillment of its goal, the Division of Vocational Rehabilitation will:

a) Provide an appropriate evaluation for each referral to determine eligibility for DVR services.

b) Use its staff and financial resources for eligible clients of this program, when needed, to obtain work experience and work adjustment training from community resources qualified to provide such training. This work adjustment training may be obtained through an on-the-job community training program, with a private or public employer, or in a rehabilitation facility.

c) Coordinate the provision of whatever additional case services are required by each individual eligible for the program. This may include one or more of the following: (1) comprehensive medical and/or psychological services; (2) counseling and guidance services; (3) physical or mental restoration services; (4) specific vocational training; (5) placement service; (6) post-employment service.

d) From its vantage point, assure a working relatioship between the vocational rehabilitation conselor(s), the special education teacher(s) and/or work coordinator(s) in planning and effecting vocational rehabilitation services for secondary special education students.

IV. Bureau for Crippled Children

The responsibility of the crippled children's program is four-fold:

1) The location or finding of children with physical handicaps.

2) Provision of preventative, diagnostic and treatment services.

3) The development and improvement of standards of care.

4) The training of personnel engaged in providing care.

The basic services provided are:

1) Multidiscipline consultant services to local public health nurses and parents.

2) Diagnostic and treatment services through field clinics and individual physicians.

3) Financial assistance for treatment costs and special equipment when parents or young adults are financially eligible.

Persons from birth to 21 years of age may be considered for services. The Bureau for Crippled Children is directed by a pediatrician and has a staff made up of public health nurses, social workers, audiologists, physical therapists, a prevention specialist and a variety of support staff.

V. Policy Agreements

This agreement is further implemented through the respective policies of the Department of Public Instruction, Division for Handicapped Children and the Department of Health and Social Services, Division of Vocational Rehabilitation as stated in Wisconsin Administrative Code, Rules to Implement Subchapter IV, Chapter 115, Wis. Stats. and Title 42 CFR (part 51a); the Division of Vocational Rehabilitation's Policy and Procedure Manual; and governed by Title 45, Code of Federal Regulations, Federal Register Volume 40, Number 228. Major policies effecting that interagency agreement are as follows:

1) In instances where the purchase of a prosthetic device, equipment or treatment are required for an individual to make full use of his potentials, the Bureau for Crippled Children will be considered the prime resource for provision of this equipment if the individual is still enrolled in school and is under 21 and not currently a client of the Division of Vocational Rehabilitation.

The Division of Vocational Rehabilitation may provide prosthetic devices, equipment or treatment when these services have been identified in the Individualized Written Rehabilitation Program of an eligible Division of Vocational Rehabilitation client.

Both the Division of Vocational Rehabilitation and the Bureau of Crippled Children will make full use of any similar benefits for which the handicapped child may be eligible, such as the State Medical Assistance Program, Title XIX, private insurance, or any other public or private assistance program.

2) The Division for Handicapped Children encourages local educational agencies to refer to the Division of Vocational Rehabilitation children with exceptional educational needs and other handicapped children for furtherance of their vocational planning as part of both agencies' concern for utilization of all resources for the handicapped.

3) Vocational Rehabilitation counselors will be encouraged to participate as consultants with public school multidisciplinary teams when evaluating individuals with disabilities and handicaps as they relate to employment potential and evaluation.

4) The Bureau for Crippled Children will apply financial criteria to certain portions of their service programs and the Division of Vocational Rehabilitation will be guided by the Department of Health and Social Services' Administrative Order 1.42 in determining financial eligibility for certain services.

5) Youngsters served will meet the definitions criteria of both agencies per Rules to Implement Subchapter IV, Chapter 115, Wis. Stats.; the Division of Vocational Rehabilitation's Policy and Procedural Manual Title 45, Code of Federal Regulations, Federal Register Volume 40, Number 228.

6) Consistent with federal guidelines, the Division of Vocational Rehabilitation/Bureau for Crippled Children funds are not to be used to supplant local school district's responsibility for special education services. The Division of Vocational Rehabilitation will not sponsor work adjustment training stations located within public schools.

7) The Division of Vocational Rehabilitation suggests that the age of 17 is the most appropriate age of referral from local educational agencies for Division of Vocational Rehabilitation services. Earlier or later referrals may be made at mutually agreed upon points of readiness for further vocational activities. Referrals shouls be made with appropriate documentation, if available, under limitations of confidentiality ruling.

8) The mandate of the Rehabilitation Act of 1973 is to serve the more severely handicapped on a priority basis using federal criteria to make this determination. The more severely handicapped will be given priority for service when resources are not sufficient to serve all handicapped.

In order to implement his joint agreement, the Division of Vocational Rehabilitation and the Division for Handicapped Children will provide, or a need basis, in-service training programs to all individuals affected or interested in this agreement.

Agreed upon this date March 1, 1977:

Terry A. Willkom, Administrator
Division of Vocational Rehabilitation

Department of Health & Social Services

Philip R. Jones, Ed.D.
Asst. Superintendent of Department
of Public Instruction

Division for Handicapped Children

INTERAGENCY AGREEMENT

WYOMING

COOPERATIVE AGREEMENT INVOLVING WYOMING DIVISION OF VOCATIONAL REHABILITATION; AND WYOMING VOCATIONAL UNIT AND THE WYOMING SPECIAL PROGRAMS UNIT OF THE STATE DEPARTMENT OF EDUCATION

Administrative Units:

State Department of Education
Vocational Unit
Special Programs Unit
State Department of Health and Social Services
Division of Vocational Rehabilitation

Date of Agreement: January, 1980

LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

COOPERATIVE AGREEMENT INVOLVING
WYOMING DIVISION OF VOCATIONAL REHABILITATION; AND WYOMING VOCATIONAL UNIT AND THE WYOMING SPECIAL PROGRAMS UNIT OF THE STATE DEPARTMENT OF EDUCATION

The goal of the Wyoming Interagency Agreement is to provide eligible youth with appropriate personal, social, academic, and vocational skills which lead to employment upon graduation from the school setting. Inherent in this goal is:

A. the premise that all Wyoming handicapped youth have available to them a free appropriate public education and that the rights of such handicapped individuals are protected in compliance with Title V of the Rehabilitation Act of 1973;

B. a basic commitment on behalf of the involved state agencies to assume the primary responsibility for assisting local education agencies to develop and implement the best set of services possible for Wyoming handicapped individuals;

C. the premise that all handicapped persons eligible for services under the Education of Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments of 1976 (P.L. 94-482), the Rehabilitation Act of 1973 (P.L. 93-112), and the Wyoming Rules and Regulations Governing Services to Handicapped Children shall receive all appropriate services for which they are eligible;

D. the premise that this agreement represents an interagency effort to cooperate in the exchange of pertinent memoranda and funding proposals and to provide in-service training and technical assistance in order to increase awareness and understanding of direct services available for handicapped youth from each respective agency and to facilitate appropriate referrals to each respective agency;

E. the definition of handicapped youth as defined in section 121a.5 of the Federal Register Volume 42, No. 163.

The delivery of programs involving appropriate educational services to handicapped individuals requires cooperative efforts of Wyoming Division of Vocational Rehabilitation, Wyoming Vocational Unit and the Wyoming Special Programs Unit of the State Department of Education. The foundation for developing a Wyoming integrated vocational education service delivery system is set forth in this interagency agreement which is based upon a mutual commitment of placement of handicapped persons in the least restrictive environment and a commitment to the provision of coordinated services for the handicapped.

Therefore, it is hereby agreed that the Wyoming Division of Vocational Rehabilitation, Wyoming Vocational Unit and the Wyoming Special Programs Unit of the State Department of Education will continue to cooperate in the development of programs designed to provide a continuum of services for the handicapped. The agencies agree to accept the following general responsibilities.

I. WYOMING DIVISION OF VOCATIONAL REHABILITATION (DVR)

A. DVR primarily provides services to eligible handicapped individuals and it accepts responsibility for the provision of rehabilitation services for such eligible handicapped individuals in accordance with state-federal written guidelines and available resources and this agreement. If a student has withdrawn from school, DVR staff will first encourage the individual to return to the school setting in an attempt to have structured, within the district, an education/vocational education program that will lead to completion of an appropriate course of study. If it becomes apparent that it is not feasible for the student to return to school, and he/she is eligible for the rehabilitation program, necessary rehabilitation services will be provided in an attempt to have the student become employable.

B. DVR will accept handicapped students' referrals to provide the following:

1. Determine rehabilitation program eligibility. Eligibility based upon pertinent medical, psychological, vocational, educational, and related factors which bear on the individual's handicap to employment and his/her rehabilitation needs. Such information will be obtained, with proper written consent, from the school and other necessary community resources. Eligibility for rehabilitation services based upon:

   a. the documented presence of a physical or mental disability, which, for such individuals, constitutes or results in a substantial handicap to employment; and

   b. a reasonable expectation that rehabilitation services will benefit the individual in terms of employability.

   Handicap to employment means a disability which impedes an individual's occupational (or potential occupational) performance by preventing his obtaining, retaining, or preparing for employment consistent with his capacities or abilities.

   Reasonable expectation is a determination made by the State Agency based upon adequate, sound, and appropriate information about each individual, including an extended evaluation of rehabilitation potential where appropriate.

Vocational Rehabilitation services may benefit an individual's employability refers to a determination that the provision of Vocational Rehabilitation services is likely to enable an individual to enter or retain employment consistent with his capacities and abilities.

Employability means readiness for employment in the competitive labor market, practice of a profession, self-employment, homemaking, farm or family work (including work for which payment is in kind rather than in cash), sheltered employment, homebound employment, or other gainful work.

2. Initiate and coordinate vocational evaluation, planning and training rehabilitation services necessary for eligible individuals in conjunction with appropriate services available through other involved agencies, including appropriate school personnel. DVR and appropriate school personnel will meet to determine funding responsibilities of each agency for school aged youth.

    a. An Individualized Written Rehabilitation Plan (IWRP) will be developed for eligible individuals to document their rehabilitation goal and the course of action of obtaining the stated goal. The development of the IWRP and IEP requires participation from the student and the parent and/or guardian (depending upon the student's age) with the DVR counselor. Appropriate school personnel (teachers, counselors, nurses, etc.) will be encouraged to participate in the development of the IWRP. If the Rehabilitation Counselor and the student/client have had input into its development, the IEP may be an appropriate substitute for the IWRP.

3. Provide rehabilitation services as outlined on the IWRP and IEP.

    a. See the List of Service Responsibility for specific rehabilitation services.

4. DVR personnel will inform and encourage personnel from the Special Programs Unit and the Vocational Unit to participate in in-service training pertinent to the area of vocational rehabilitation.

II. WYOMING VOCATIONAL UNIT

A. Special needs funds may be used to support handicapped students in the following programs:

1. Regular vocational programs;
2. Special vocational programs;
3. Special cooperative programs.

B. The regular vocational programs throughout the State may by utilized by handicapped persons to meet their educational and employment needs. In view of the philosophy of vocational education and the intent of the law, regular vocational education programs will not be intentionally used for exploration purposes. It must be determined prior to entry that the handicapped person, as any other person, has an Individualized Vocational Employment Plan (IVEP) and has the ability to complete the program and become employed. Vocational Unit will provide for the modification of equipment and offer Supplemental Educational Services to accommodate the handicapped within available resources.

1. An Individualized Vocational Employment Plan (IVEP) will be developed for individuals to declare their occupational objective and the course of study. The development of the IVEP and IEP requires participation from the student, parent, and/or guardian, appropriate school personnel (including the vocational director and/or teacher) and other deemed necessary. The IEP cannot be substituted for the IVEP, both are necessary.

2. The IEP concept will be supported by vocational educators and they shall assist in developing the IEP when it is anticipated handicapped persons will be placed in regular or special vocational programs.

C. When regular vocational programs cannot service the handicapped population, modified vocational programs will be designed and implemented. Prior to implementation, it must be determined that potential employment is available and employers have expressed willingness to employ the handicapped. Only those programs that will offer long term continued employment will be considered for implementation. The special programs will be designed to accommodate the persons available for training.

D. All activities involving special education students in vocational programs will be through a coordinated effort of the local directors of the Vocational Unit and Special Programs Unit and Rehabilitation personnel where appropriate. The director of the Vocational Unit will have the primary responsibility for the operation of the special vocational program.

E. The special cooperative program will be under the joint responsibility of the director of the Vocational Unit and Special Programs Unit, as well as, rehabilitation personnel when appropriate.

F. Vocational credentialing requirements will be established by the Vocational Unit.

G. Vocational Unit personnel will inform and encourage personnel from the Special Programs Unit and the Division of Vocational Rehabilitation to participate in in-service training pertinent to the area of vocational education.

III. WYOMING SPECIAL PROGRAMS UNIT

A. The Special Programs Unit will assume primary responsibility for assuring that each local education agency will have an Individualized Education Plan which specifies a continuum of curricular options and alternatives in career/vocational education for the handicapped.

B. The Special Programs Unit will encourage public agencies to involve Vocational Education and Rehabilitation staff in the writing of all Individualized Education Plans which include vocational goals and objectives.

C. Since the Child Study Committee plays a vital role in monitoring the progress of handicapped children who are receiving special education and/or related services, it is recommended that the CSC appoint a case manager for every handicapped youth referred by a district to Vocational Rehabilitation for supportive services. The case manager would function as a liaison between the school district and the Vocational Rehabilitation Counselor providing relevant educational information requested by the counselor.

D. Special Programs Unit personnel will inform and encourage personnel from the Vocational Unit and the Division of Vocational Rehabilitation to participate in in-service training pertinent to the area of special education.

ADMINISTRATIVE RELATIONSHIPS

The Administrator of Vocational Rehabilitation, or a staff member appointed by him/her, will serve as a liaison representative for the Division of Vocational Rehabilitation. The Superintendent of the State Department of Education, or his/her designees, will serve as representatives for that Agency. The purpose of a liaison representative is to plan for and coordinate the overall delivery of services between the two agencies and to resolve problems on the State level.

AMENDMENT PROCEDURE

This Agreement may be amended at any time by mutual agreement between the State Department of Education and the Division of Vocational Rehabilitation. Amendments must be written and approved by each party and attached to this Agreement.

TERMINATION

This Agreement may be terminated for just cause thirty (30) days after written notice by either of the parties of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on this 31st day of January, 1980.

Robert W Dingwall

Dr. Robert W. Dingwall
Administrator
Vocational Rehabilitation

Lynn O. Simons

Lynn O. Simons
Superintendent of Public Instruction
State Department of Education

W. Don Nelson, Director
Department of Health and
Social Services

PROGRAM CONSIDERATIONS

All appropriate services must be available and accessible to all eligible handicapped individuals. It is not possible to predict all services that may be appropriate for the eligible handicapped. However, the cooperating state agencies have developed the following "List of Service Responsibility" in an attempt to anticipate the more common activities/services that may be appropriate for such individuals. The following chart is not definitive nor does it represent total responsibility of any particular agency. The chart does represent, generally, a high degree of commitment for interest for that particular service that has a high rating. Obviously, funding commitments are subject to a variety of other influences.

CLARIFICATION OF TERMS

I.E.P.:

A written statement of present levels of education performance including strengths and weaknesses, annual goals, and short-term objectives, specific educational related services and the extent to which the child will participate in regular education. There must be a projected date for initiation and completion of services and measurable objectives.

IWRP:

The Individualized Written Rehabilitation Program is a written statement of goals and objectives and services which will be provided by Vocational Rehabilitation and/or other agencies. The program is developed by the Rehabilitation Counselors, other agencies, and the handicapped individual or his representative. Timeframes and responsibilities of all parties are included.

IVEP:

An Individualized Vocational Employment Plan is a written statement for individuals to declare their occupational objective and the course of study along with required instructional materials, equipment and other services needed to meet the student employment objective.

Identification Activities (see matrix):

All identification activities relate to the location and identification of all unserved or inadequately served handicapped children and youth.

Assessment Activities (see matrix):

Assessment activities relate to individual diagnostic testing to verify a handicapping condition.

Specific diagnostic medical examination is a medical examination necessary for educational programming, i.e., neurological.

The activities/services listed below use the following symbols to delineate each state agency relationship.

0 = No agency involvement and/or responsibility
1 = Minimal involvement and/or responsibility (less than the other agency(s))
2 = Equal involvement and/or responsibility (equal to the other agency(s))
3 = Maximum involvement and/or responsibility (more than the other agency(s))

ACTIVITIES		SPECIAL EDUCATION			VOCATIONAL REHABILITATION			VOCATIONAL EDUCATION		
		Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program*	Age 5-15	Age 16-21 in school	Age 16-Adult Sep from Program*	Age 5-15	Age 16-21 in school	Age 16-Adult Sep from Program*
Identification Activities:										
Public Awareness		3	3	3	0	2	3	2	2	2
Awareness Identification and Referral		3	3	3	0	2	3	2	2	2
Screening		3	3	3	0	0	0	0	0	0
	(Age 0-4)									
Cross Referral:										
i.e., Developmental Disabilities, Mental Health & Public Health, CETA	3	3	0	3	1	3	3	3	3	3
Multidisciplinary Assessment Activities:										
Psychological		3	3	3	1	2	3	0	0	0
Social/home/peer		3	3	3	1	1	2	0	0	0
Educational		3	3	3	1	1	[illegible]	0	0	0
Speech & Language		3	3	3	1	1	3	0	0	0
General Medical Examination		0	0	0	1	2	3	0	0	0
Diagnostic Medical Examination		2	2	2	1	2	3	0	0	0
Vocational Interest/Aptitude		2	2	2	1	2	3	2	2	2
Work Experience Evaluation I		2	2	2	1	2	3	2	2	2
Motor		3	3	3	1	2	3	0	0	0
Vision		3	3	3	1	2	3	0	0	0
Hearing		3	3	3	1	2	3	0	0	0

:1 - Usually provided in private rehabilitation facilities to determine work potential or employability.
*but including such programs as homebound, contractual, activity centers, other alternative facilities or services.

ACTIVITIES	SPECIAL EDUCATION			VOCATIONAL REHABILITATION			VOCATIONAL EDUCATION		
	Age 5-15	Age 16-21 in school	Age 16-21 Sep from Program	Age 5-15	Age 16-21 in school	Age 16-Adult Sep from Program	Age 5-15	Age 16-21 in school	Age 16-Adult Sep from Program
Program Planning:									
Individualized Written Plans									
(1) Individualized Education Program IEP/IIP (Individualized Instructional Program)	3	3	3	2	2	2	2	2	2
(2) Individualized Written Rehab. Plan (IWRP)	2	2	2	1	3	3	2	2	2
(3) Individualized Vocational Educational Plan (IVEP)	2	2	2	1	2	2	3	3	3
(4) IHP (Developmental Disabilities)									
Services:									
Prevocational Education	2	2	2	1	2	3	2	3	3
Occupational Skills Instruction (classroom)	2	2	2	1	2	3	0	3	3
Academic/Vocational Supporting Instructions	2	2	2	0	2	3	2	2	2
Work Experience and Study Activity	1	2	2	1	2	3	1	3	3
Counseling - Academic Adjustment	3	3	1	0	1	2	1	1	1
Counseling - Personal Adjustment	3	3	1	1	2	3	1	2	2
Counseling - Vocational Adjustment	1	1	1	1	3	3	1	3	3
Counseling - Parent/Family	2	2	2	1	2	2	1	1	1
Medical Services Other Than Diagnostic	0	0	0	1	3	3	0	0	0
Mental Health Services	3	3	1	1	2	3	0	0	0
Aids/Devices, etc. - Individually Owned	0	0	0	1	3	3	0	0	0
Aids/Devices, etc. - for Learning and Job Training Site Accommodations	0	0	0	1	2	3	0	2	2
Interpreter & Reader Services - for Personal Use or Home Study	3	3	2	0	2	3	0	1	1
Interpreter & Reader Services - for Learning and Job Training Site Accommodations	3	3	2	0	2	3	0	3	3

ACTIVITIES	SPECIAL EDUCATION Age 5-15	SPECIAL EDUCATION Age 16-21 in school	SPECIAL EDUCATION Age 16-21 Sep from Program	VOCATIONAL REHABILITATION Age 5-15	VOCATIONAL REHABILITATION Age 16-21 in school	VOCATIONAL REHABILITATION Age 16-Adult Sep from Program	VOCATIONAL EDUCATION Age 5-15	VOCATIONAL EDUCATION Age 16-21 in school	VOCATIONAL EDUCATION Age 16-Adult Sep from Program
Services (continued):									
Other Related Services, i.e., OT, PT, Speech Correction	3	3	3	0	2	2	0	1	1
Occupational Services (tools, equipment, etc.) - Individually Owned	0	0	0	0	3	3	0	0	0
Family Support Services ex = Social Work	2	2	2	0	1	1	0	0	0
Career Education:									
Awareness	2	2	2	1	2	3	1	1	1
Orientation	2	2	2	1	2	3	1	1	1
Exploration	3	3	2	1	2	3	1	2	3
Preparation	2	2	2	1	3	3	2	3	3
Job Placement	0	2	2	1	3	3	1	3	3
Transportation	3	3	2	0	1	3	0	0	0
Subsistence while in training	0	0	0	0	2	3	0	0	0
Architectural Barrier Removal:									
Home Accommodations	0	0	0	0	2	3	0	0	0
Learning Site Accommocations	0	0	0	0	2	3	0	0	0
Job Training Site Accommodations	0	0	0	0	2	3	0	0	0

APPENDIX A

A Process Model for Establishing Interagency Cooperative Services Agreements to Serve Secondary School Students

INTERAGENCY COOPERATION

A PROCESS MODEL FOR ESTABLISHING INTERAGENCY COOPERATIVE SERVICES AGREEMENTS TO SERVE SECONDARY SCHOOL STUDENTS.

Edited by:

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January 1979

"This document was supported by funds from the Mid-East Regional Resource Center under contract with USOE/DHEW/BEH, contract number 300-77-0482. The opinions expressed herein, however, do not necessarily reflect the positions or policy of the USOE, and no official endorsement by the USOE should be inferred."

ACKNOWLEDGEMENTS

Special recognition is given to the OE/RSA Interagency Task Force for its significant contribution in the planning and implementation of the National Workshop and for its consultative role in the formulation of this technical assistance document. Other contributors to this effort included:

Basil Antenucci
Larry Barber
Jan Baxter
Sheryl Cook
Jim Crosson
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Bob Kennon
Caroline Moore
Brad Sales
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Gene Thurber
Jim Tucker
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PREFACE

The successful delivery of appropriate occupational preparation services to handicapped individuals at the secondary and post-secondary level requires strong interagency cooperation. Effective and timely cooperation between and among agencies is necessary to ensure the smooth transition of handicapped individuals from public education to the world of work.

Efforts to accommodate the handicapped in occupational preparation programs need to be intensified and expanded. An even more complex issue is the securing of effective vocational training for those students who possess more difficult or severe handicapping conditions. All too often regular and adaptive vocational training has not been available to these clients while those with milder handicaps are more likely to be accepted.

While numerous resources through public and private agencies have been available, the interagency linkages necessary to ensure the accessibility and delivery of supportive services have been missing. What is needed is the effective coordination of these resources in the area of education and training to facilitate the delivery of quality training and improved supportive services.

Preface (continued)

Increased programming attentive to the special needs of handicapped persons will begin to address the problem of a disproportionately large number of handicapped adults who are unemployed and underemployed. Only through a concerte effort in interagency cooperation can the handicapped individual be assured a full continuum of services beginning with public education and continuing through the adult years.

The development and implementation of cooperative services agreements at the state level is the first step in facilitating interagency cooperation. Such agreements will exemplify the commitment of state level officials and facilitate the delivery of services at the local program level. This document presents a possible framework for and the procedures necessary to the development and implementation of interagency agreements. While the processes described here indicate definite direction, flexibility should be inferred as each state pursues its own cooperative services agreements. It is fully recognized that service delivery methods vary from state to state. Therefore, this information document is an attempt to present a broad approach to stimulating new efforts at cooperation between agencies which have as a common goal, the occupational preparation of handicapped individuals.

BACKGROUND

As a result of on-going collaborative activities between the U. S. Office of Education and the Rehabilitation Services Administration, a joint meeting of State Directors of Special Education and Vocational Rehabilitation Administrators was held in Dallas in December 1977. This work group made several recommendations for collaborative activities between the U. S. Office of Education and the Rehabilitation Services Administration. Among these recommendations were that the Rehabilitation Services Administration and the Office of Education take a strong and active leadership role in the cooperative programming effort. It was further recommended that representatives of Vocational Education be involved at all levels and included in future meetings of the OE/RSA work group.

Thus, the formation of an OE/RSA Interagency Task Force which also included representatives from NASDSE, CSAVR and NASDVE. Subsequent meetings of this new task force led to a request for a National Meeting in Washington, D. C., in which the 3 federal agencies could demonstrate federal initiative exemplifying interagency cooperation by reiterating 2 federal action memorandums. The first was the issuance of a joint memorandum by the U. S. Office of Education and the Rehabilitation Services Administration to Administrators of Vocational Education, Special Education, and Vocational Rehabilitation. This memorandum communicated a federal commitment to and provided clarification helpful for interagency cooperatio at the state level. The second action memorandum was the issuance of a Position Statement by the U. S. Commissioner of Education on vocational education for all handicapped individuals.

In addition it was further suggested that technical assistance in the form of a "process model" which could guide state efforts and facilitate initiative of interagency cooperation be shared with state directors at this National meeting.

Thus, the preparation of this "process model" is another example of federal interagency cooperation. Participants contributing to this effort represent not only the 3 federal agencies but also regional and state level administration from Vocational Education, Special Education, and Vocational Rehabilitation.

ESTABLISHING INTERAGENCY AGREEMENTS

Establishing interagency cooperative services agreements is an ongoing process. Included in this process are the organization of the interagency team, the formulation of mutual goals, the preparation of the written agreement, and the implementation and evaluation procedures.

OBJECTIVE	ACTIVITY
1.0 To organize an interagency team which will become responsible for developing and implementing an interagency cooperative services agreement.	1.1 Appoint a representative from each agency to become responsibl for organizing an interagency team.
	1.2 Seek representation from various levels of programming from the participating agencies.
	1.3 Seek membership from advisory committees, liaison groups, and advocacy organizations.

OBJECTIVE	ACTIVITY
	1.4 Establish a calendar and determine dates for interagency team meetings.
2.0 To develop mutual goals which describe the outcomes desired from an interagency services agreement.	2.1 Develop the basic assumptions upon which the need for interagency cooperation is based.
	2.2 Develop a common set of definitions agreed to and used by all agencies.
	2.3 Review existing cooperative services agreements, their implementation and effectiveness.

OBJECTIVE	ACTIVITY
	2.4 Collect all relevant information (legislation, regulations, guidelines, policies, and directives, etc.) pertaining to occupational preparation, especially as it relates to the handicapped.
	2.5 Categorize data according to a service delivery process which identifies the following: - Mandated services - Permissive services - Duplication of services - Gaps in service delivery
	2.6 Identify specific problem areas not addressed in federal and state legislation, regulations, and

OBJECTIVE	ACTIVITY
	policies which may impede cooperative services delivery.
	2.7 Establish eligibility criteria by setting minimum instructional components and entry level requirements. (see APPENDIX C)
	2.8 Formulate interagency goals and establish timelines for the development, implementation, and evaluation of interagency cooperative service agreement.
	2.9 Prepare the criteria and the process by which interagency collaboration will be implemented and evaluated.

OBJECTIVE	ACTIVITY
	2.10 Establish funding procedures to facilitate joint program development and implementation.
	2.11 Present goals, timelines, and evaluation process to participating agencies and cooperating groups for approval and acceptance.
3.0 To prepare a written agreement . (SEE APPENDIX A FOR SUGGESTED AGREEMENT COMPONENTS)	3.1 Assign appropriate individuals to write the first draft of a written agreement.
	3.2 Review first draft and agree on revisions.
	3.3 Prepare final draft and make necessary revisions suggested by agencies.

OBJECTIVE	ACTIVITY
	3.4 Secure agency administrators' signatures.
4.0 To insure implementation of the agreement.	4.1 Establish communication linkages and information dissemination procedures.
	4.2 Establish inter/intra agency personnel development.
5.0 To evaluate the effectiveness of the written agreement and its implementation.	5.1 Assign an interagency team (state and local representation) to design evaluation procedures and timelines.
	5.2 Establish monitoring procedures and guidelines to assist in the evaluation of interagency collaboration. A process for gathering and reporting data has to be jointly developed to ensure that "monitor data" is

OBJECTIVE	ACTIVITY
	shared and becomes part of the total evaluation. Types of data which monitoring should provide include: (A) Appropriateness of service (B) IEP/IWRP reviews (C) gaps and overlaps in service delivery (D) client/trainer input (E) complaints (F) problem/resolution. 5.3 Establish a schedule for periodic reviews (e.g. 3 or 6 months) of the agreement and its effectiveness in the joint delivery of services to handicapped individuals. At such meetings, a review and analysis of "monitor data" can provide the

OBJECTIVE	ACTIVITY
	basis for determining the degree of success in maximizing occupational opportunities for handicapped individuals.
	5.4 Establish process for gathering and reporting data from the periodic reviews. The following components could be incorporated:
	(A) Intra/inter agency summary of activities pertaining to interagency collaboration.
	(B) A summary of major findings from monitoring process and from the periodic reviews.
	(C) Recommendations to be considered in the renegotiation of new agreements. The final report should be

OBJECTIVE	ACTIVITY
	shared with all participating agencies, advocacy/advisory groups and other governmental and policy making bodies which have influence over educational and training programming.

APPENDIX A: SUGGESTED CONTENTS OF AN AGREEMENT

COMPONENT	DESCRIPTION
I. Preamble	Philosophical Intent: Basic commitment on behalf of the state agencies to provide the most appropriate services to handicapped individuals. A statement with references to sharing primary responsibility in planning and implementing cooperative services. Enabling Legislation: Federal and State legislation which assures handicapped individuals free appropriate services. Implementation Timeline: Statement to the effect ... "by the end of FY ____, the

APPENDIX A: (continued)

COMPONENT	DESCRIPTION
	state of __________________ will have developed and implemented a comprehensive interagency cooperative services agreement."
II. Services Profile Chart	Includes minimal instructional components; age ranges, grade levels, and agency responsibility (see APPENDIX C for sample)
III. Service Responsibility Chart	Includes a continuum of services from referral and assessment through program

APPENDIX A: (continued)

COMPONENT	DESCRIPTION
	planning and related services. (See Appendix B for sample matrix.)
IV. Agreement Assurances	Planning Cycles: These will be clearly spelled out to ensure that comprehensive program planning, to include budget planning, is available and to avoid gaps in service delivery due to different planning cycles. Complaint Procedures: Agreement will include a process by which client/consumer/agency complaints will be investigated and each agency's role

COMPONENT	DESCRIPTION
	and responsibility in the investigation is identified. Statement of Confidentiality: Agreements will include a statement of confidentiality and clearly explain the types of information needed to be shared among agencies (in accordance with appropriate regulations). Clients will be informed and agree to have relevant information shared among agencies. Due Process: Procedural safeguards in the form of assurance statements will be

APPENDIX A: (continued)

COMPONENT	DESCRIPTION
	addressed and agreed upon to assure full delivery of services.
V. Inter/Intra Agency Linkages	Linkages between and among agencies should be developed as the need arises for additional supportive services.
VI. Authorization	Appropriate agency signatures.

APPENDIX B: SERVICE RESPONSIBILITY

Services must be available and accessible to all handicapped individuals. The listed activities are not all inclusive, others may be added where there is a duplication or overlapping of services, each state through its agreements will be responsible for indicating which agency has primary responsiblity for service delivery and under which specific circumstances. The activities below marked with an asterisk (*) can generally be provided by the specific agency.

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Referral			
1) Awareness	*	*	*
2) Screening	*		*
3) Referral to assessment	*	*	*
Assessment			
1) Psychological/Behavioral	*		*
2) Social	*		
3) Educational	*	*	*
4) Medical	*		*
5) Speech and Language	*		*
6) Pre-Vocational Evaluation	*		*
7) Vocational	*		*

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
Program Planning			
1) Individualized Educational Program (IEP)	*	*	*
Individualized Written Rehabilitation Plan (IWRP)	*	*	*
Individualized Vocational Plan (IVP)	*	*	*
2) Services:			
.vocational education program	*	*	*
.regular-vocational education program	*	*	*
.adapted-vocational education program	*	*	*
.special vocational education program (self contained)	*	*	*
.individual vocational training	*		*
.work activity center	*		*
.work study activity	*		*
.cooperative vocational education	*	*	
.prevocational education	*		
.personal adjustment counseling	*		
.academic adjustment counseling	*		
.vocational adjustment counseling	*		

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
2) Services: (continued)			
.interpreter/note taker			
.reader services for the blind			
.special tools, devices, equip. (school based)	*	*	
.special tools, devices, equip. (Client owned)	*		
.learning station modification	*	*	*
.special support staff (aides, tutors, paraprofessionals)	*	*	*
.related services: (O.T., P.T., and speech correction)	*		*
.curriculum modification and development	*	*	*
.transportation	*	*	*
.subsistance while in training			*
.monitoring and student progress	*	*	*
3) Related Services:			
.medical (other than diagnostic)			*
.mental therapy			*

ACTIVITIES	SPECIAL EDUCATION	VOCATIONAL EDUCATION	VOCATIONAL REHABILITATION
3) Related Services: (continued)			
.physical restoration			*
.interpreter and reader services			*
.for personal use and home study			
.housing	*	*	*
.job development and placement			*
.home modification			*

APPENDIX B

U.S.O.E.--R.S.A. Joint Memorandum, November 21, 1978

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY

TO : Chief State School Officers
State Directors of Vocational Rehabilitation
State Directors of Vocational Education

DATE:

FROM : Commissioner of Education
Commissioner of Rehabilitation Services

SUBJECT: Development of Formal Cooperative Agreements Between Special Education, Vocational Rehabilitation, and Vocational Education Programs to Maximize Services to Handicapped Individuals

This memorandum announces a joint national initiative to expand and improve the service delivery system to handicapped individuals among the Rehabilitation Services Administration, U. S. Office of Education (Bureau of Education for the Handicapped and Bureau of Occupational and Adult Education), the National Association of State Directors of Special Education, National Association of State Directors of Vocational and Technical Education, and the Council of State Administrators of Vocational Rehabilitation. It is a basic tenet of the State and Federal participants that the development of new interagency agreements among State Departments of Special Education, State Departments of Vocational Education, and State Rehabilitation agencies is critical to the achievement of the goal. It is the expectation of all of the participants that States will develop new agreements during Fiscal Year 1979.

As further evidence of this joint priority, the Federal agencies herein named have:

> Identified staff to assist in the development of these agreements and serve as principal Federal contacts on matters of interpretation and clarification of these initial guidelines;
>
> Established a task force to develop further guidelines for collaborative planning and service delivery; and
>
> Committed staff and resources, to initiate a national training workshop for special educators, vocational educators, and rehabilitation administrators scheduled for February 1-2, 1979.

This memorandum further supplements a joint communication of October 17, 1977 from the Commissioners of Education and Rehabilitation Services, and provides additional clarifying guidance on the cooperative use of programs to serve handicapped individuals. Also, it addresses a number of issues and recommendations emanating from a Joint CSAVR-NASDSE Task Force. Further efforts are under way to respond more fully to all of the concerns raised by that Task Force.

To briefly recapitulate relevant information from the joint communication of October 17, the Commissioners identified the purposes of the communication to be:

> To assure that handicapped persons eligible for services under the Education for All Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482) and the Rehabilitation Act of 1973 (P.L. 93-112) receive all appropriate services for which they are eligible.
>
> To assure that all agencies administering these laws understand that eligibility under one law should not, in and of itself, result in a denial of complementary services under another of the laws.
>
> To assure that the Federal agencies involved are fully committed to helping State and local agencies to engage in coordinated service delivery for handicapped persons.
>
> Further, without restricting the eligibility of any handicapped person, it is the intent of the Commissioners to encourage their constituent State and local agencies to give priority to identifying severely handicapped persons requiring services and to assuring the prompt and effective delivery of services to all those who qualify for them.

The principal legislative references are:

> Part B of the Education for the Handicapped Act (EHA) as amended by Public Law 94-142 requires that States receiving grant assistance under the Act assure a free appropriate public education for all handicapped children. A free appropriate public education is defined as "special education and related services."
>
> The Rehabilitation Act (P.L. 93-112) authorizes vocational rehabilitation agencies to provide services to handicapped individuals in order that these individuals may "prepare for and engage in gainful employment."

Under P.L. 94-482, vocational education provides the occupational training and support services needed to enable handicapped persons to prepare for employment. Eligible persons are those who are in high school, those who have completed or left high school and are available for full time study, and those in the labor market who need upgrading or retraining. Support services do not include medical, dental, lodging or food.

Part B, EHA, gives the State the responsibility to assure the provision of a Free Appropriate Public Education. The Statute is not intended to relieve an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a handicapped child.

P.L. 93-112 contains a longstanding "similar benefit" or "first dollar" provision which requires the vocational rehabilitation agency to make full use of existing resources before expenditure of VR funds to pay for certain services. Consequently, without clear-cut guidance, there can easily be some misunderstanding in the case of handicapped individuals who are eligible under more than one program. Therefore, there is an obligation to develop cooperative working arrangements.

P.L. 94-482 requires State Education agencies, under the State Board for Vocational Education to expend 10% of the "Basic Grant" allocations to pay 50% of the costs of providing the special services needed by handicapped students to succeed in regular vocational education programs. Students with disabilities who can succeed without special services are not reported as handicapped under the vocational education reporting system.

The issue of current concern between education and rehabilitation falls in the area of "related services" since the provision of basic academic instruction and vocational education continues to be the responsibility of the education agency. However, "related services" may overlap certain VR services. A number of handicapped individuals under 21 years of age may be eligible for such services under all three programs at the same time.

Although the programmatic goals of each program are different, many of the services which may be offered under one program could, under certain circumstances, be provided by the other. It must be remembered, however, that terms and purposes are not always identical and that there will remain certain differences to be resolved at the local level within each agency's laws, regulations, priorities, and resources. Following are a number of areas which have been identified as needing additional clarification.

Definition of a "free appropriate public education"

A free appropriate public education is defined as: special education and related services which are provided at public expense, under public supervision and direction, meet the standards of the State education agency, include pre-school, elementary school, or secondary school education in the State involved, and are provided in conformity with an individualized education program (45 CFR 121a.4).

Dissimilarity of the VR program from a "rights program"

There are some fundamental features of the vocational rehabilitation program which must guide VR decisions. Where the education program under P.L. 94-142 is a "basic rights" program, the VR program is not. Federal legislation and implementing regulations establish certain conditions which State VR agencies must meet in order to qualify for Federal Financial Participation (FFP). These conditions are reflected in State plan requirements.

The law, regulations, and State plan recognize that all individuals who conceivably might meet eligibility criteria cannot be served and that limits may be set on who may be served. Consequently, accommodations are permitted where State VR agencies do not have adequate resources to serve all handicapped people who are at or near working age and have vocational potential. Essentially, it is this type of flexibility permitted a State agency which obviously deviates from a "basic rights" program approach. Also, in recognition of limited VR program capacity and to increase that capacity, the law requires the use of other available resources. Additionally, Federal regulations allow State VR agencies the option of applying a means test as a basis for cost sharing for certain services.

Relevant factors governing broad approaches by State VR agencies in the provision of services

Given the flexibility in administering their programs as described above, there are several requirements which State VR agencies must meet. Among those most applicable are State VR agencies' assurances that:

(a) VR services are provided for purposes of determining VR eligibility and for carrying out the Individualized Written Rehabilitation Program (IWRP);

(b) the age of an individual, in and of itself, will not be the deciding factor in eligibility determination. Rather, age relevancy is the point in life when vocational planning, preparation, and a continuum of VR services (including services to determine rehabilitation potential and establish employment goals and intermediate objectives to attain such goals) are appropriate for a given individual;

(c) no handicapped individual or group of handicapped individuals will be excluded solely on the basis of the type of physical or mental disability;

(d) if a financial means test is included in the State plan, that test will be properly and equitably applied;

(e) severely handicapped individuals must be served first under any established priorities, and any other priorities will not discriminate on the basis of age, sex, race, color, creed or national origin;

(f) similar benefits from other service providers will be used where available; and

(g) authority for determining eligibility for, or the nature and scope of, VR services is vested in the State VR agency and cannot be assumed by or delegated to any other agency or individual.

It should be noted that special attention is accorded the severely handicapped as required by the Rehabilitation Act.

Use of "similar benefits" under the Rehabilitation Act

It was the intent of Congress that the similar benefits provisions are to provide vocational rehabilitation agencies with an organized method for assessing the eligibility of handicapped individuals for benefits under other programs and for drawing upon other programs to provide those services for which the individual would otherwise be entitled. This requirement contains considerable flexibility for State application in determining the nature and degree of cooperation with other agencies and in individual cases. Similar benefits need not be utilized when they would not be adequate or timely, or otherwise interfere with achieving the short or long range rehabilitation objectives of the individual. This condition applies to all VR services, but specifically by law to physical restoration and maintenance. While other services (including training other than that in institutions of higher education) are not subject to mandatory similar benefits provisions, the State VR agency would look first to other appropriate sources, such as free public education generally available to all children in the State.

Availability of services as key to use of "similar benefits" by VR agencies

Issues have been raised involving circumstances under which available special education and related services will be provided to meet an intermediate objective 1/, under both an IEP and an IWRP. When "special education" and "related services" are available and the handicapped child is entitled to receive those services, such services are a similar benefit.

The key concept is "availability". The service must be one that is needed for both education and rehabilitation purposes and which the education agency can provide in a timely fashion, meeting the quality level needed for the intermediate rehabilitation objective relating to the attainment of long range employment goals.

Therefore, when a service is needed for VR purposes but is not available from the education agency, then the rehabilitation agency cannot look to education for a similar benefit, and may assume responsibility for providing that service (directly or by using other similar benefits which may be available outside of education).

The following services are considered to be particularly important in meeting the unique needs of handicapped individuals (see also Attachment A) and may not be generally available to handicapped students in the education setting: (1) Physical and mental restoration services; (2) General and special medical examinations; (3) Transportation in connection with the provision of other

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1/ Intermediate rehabilitation objectives: the steps which must be achieved before the long range vocational goal can be attained, i.e., medical, social, personal, vocational outcomes which result from provision of services.

vocational rehabilitation services including, for example, to job training sites where placements have been made cooperatively by the school and rehabilitation agency; (4) Telecommunications, sensory and other technological aides and devices; (5) Job development and placement in suitable employment; (6) Post-employment services necessary to assist handicapped individuals to maintain their employment; and (7) The purchasing of occupational licenses, tools and equipment necessary for entry into employment.

Services such as those listed above would not be required by the majority of handicapped students. They may be required for the more severely impaired students to assist them to become well-adjusted and suitably employed.

Cooperative Arrangements

It should be determined by State education and rehabilitation agencies which services and under what conditions such services can be made available by each agency and provided to handicapped students. Formal cooperative agreements between these agencies should establish specific guidelines for providing the essential services needed by the handicapped student. These cooperative agreements should with respect to services define as a minimum (1) how the services would be a component of a student's IEP and IWRP; (2) benefits to be made available by each agency; (3) eligibility criteria.

Cooperative arrangements between the State VR agency and the State Education Agency can establish the specific responsibility of each agency in the provision of services to handicapped individuals under an IEP and an IWRP particularly where the State Education Agency is unable to provide such services. Additionally, with respect to availability of services for handicapped individuals through vocational education at the post secondary level, the State VR agency should investigate the services available through vocational education for handicapped individuals for post secondary training at less than the baccalaureate level.

State VR agencies must keep within the provisions, intent, and spirit of the Rehabilitation Act. They must work within arrangements that recognize the expansion and contraction of services capability, and make accommodations for such changing availability of resources. In this connection, the State Plan for VR services requires that cooperative arrangements be reviewed annually for conformity to established goals and procedures to maximize the use of similar benefits. It is recognized that availability of service falls in the area of negotiable services rather than basic education services. It is further recognized that where a State program has the flexibility to utilize direct State funding, Title XX social services funds, or other funding sources, there is an inherently greater potential for more flexible cooperative arrangements.

Collaborative development and execution of the IEP and IWRP

Each child served under P.L. 94-142 must have an Individualized Education Program (IEP). Each handicapped individual served by the VR program must have an Individualized Written Rehabilitation Program (IWRP), except for diagnostic services. The education agency does not have to provide and pay for all services in an IEP. The same is true for VR and its IWRP. Services under an IEP or IWRP may be paid for by the other agency, or some other community resources. The IEP may contain reference to services which are, in fact, provided under an IWRP, and vice versa.

Both the Rehabilitation Services Administration and the Office of Education strongly encourage State education agencies and State vocational rehabilitation agencies to develop collaborative IEPs and IWRPs at the earliest time appropriate to each eligible individual. One guiding principle is that the VR agency should not be expected to provide and pay for services for handicapped students which are afforded non-handicapped students in the school setting, as required under Section 504 of the Rehabilitation Act. Additionally, VR agencies cannot provide services at a point in time where such services meet only educational needs and do not appropriately fit into a continuum of services under an IWRP leading to a vocational objective. VR involvement might occur on an individual basis as early as secondary school entry for pre-vocational planning purposes which normally would not involve expenditure of funds at that stage. Later on, VR should become involved at least by the terminal year (graduation or termination for other reasons) with students who are expected to need VR services.

Cooperative Funding

For a number of years, Federal Financial Participation (FFP) has been available for expenditures made in support of cooperative programs involving State VR agencies and State or local public agencies. These agreements are required to meet the specific requirements of Section 1361.13 CFR 45. The Rehabilitation Services Administration in Program Instruction 78-22 dated June 5, 1978, terminates Federal Financial Participation for expenditures made and certified to the State vocational rehabilitation agency under a cooperative agreement, by the participating State or local agency.

Federal Financial Participation continues to be available for expenditures made in support of cooperative programs between State VR agencies and other State or local agencies. Requirements for FFP are that the cooperative program meets the requirements of Section 1361.13 CFR 45 and State funds expended are directly appropriated to the State VR agency or are transferred to the VR agency by the participating State or local agency.

Sharing personal information between agencies

Various laws and regulations govern the sharing of personal information in different ways. Legislation and regulations applicable to education records allow rather free access by the individual to his own records. Many programs will share information with other agencies under conditions that such information will not be further divulged. VR case files often contain information obtained from a variety of sources, some of whom do restrict further release. To address this problem and others, RSA is currently working on revisions to regulations and guidelines dealing with access, disclosure, and protection of personal information. Until these problems can be worked through, VR agencies may permit the sharing of information only on a selective basis in accordance with State policies implementing section 1361.47 of the Federal regulations.

Both Federal agencies recognize that the education and rehabilitation programs administered by each State vary in content and structure and that each State must develop inter-agency agreements which will permit the best use of each program for the individual's benefit. Attached to this memorandum is a listing of services which may be appropriate under P.L. 94-142, P.L. 94-482 (Vocational education), and P.L. 93-112 (the Rehabilitation Act).

This letter is part of a continuing joint effort between the Offices of Education and Rehabilitation Services to assist State agencies in establishing action plans and resolving impediments for coordinated services to handicapped individuals. A high level interagency collaborative team from the Office of Education and the Rehabilitation Services Administration, including representation from CSAVR, NASDSE, and NASDVE, will continue to meet from time to time to further this process and to resolve problems identified by State agencies which require our joint attention.

Any State agency or association referred to in this memorandum which requires assistance in resolving policy or regulatory impediments or questions are invited to submit such to the persons identified in Attachment B. Requests should contain, as a minimum, a statement of the problem, agencies involved, implications of the problem, alternatives considered, preferred alternative, and the timeline for Federal response.

Ernest L. Boyer, U.S. Commissioner of
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Robert R. Humphreys
Commissioner, Rehabilitation Services
Administration

Edwin W. Martin, Director
Bureau of Education for the Handicapped

Daniel Dunham, Director
Bureau of Occupational and Adult Education

ATTACHMENT A

The following table represents a revision by the National interagency team of one initially developed by a joint CSAVR-NASDSE Task Force. Under Federal laws and regulations, all of the activities listed below can generally be provided by special education, vocational rehabilitation, and vocational education, with the exception of those activities marked with an "*". Asterisk marked activities are excluded under most circumstances or lack authorization in the statutory authority for that program.

It is expected that each of the listed activities will be addressed in the development of collaborative service agreements within each State.

ACTIVITIES	SP ED	VR	VOC ED
Find Activities:			
1) Public awareness			
2) Professional awareness			
3) Mass screening		*	*
4) Individual screening			
Cross Referral:			
Assessment Activities:			
1) Psychological			
2) Social/home/peer			
3) Educational			
4) Speech & language			*
5) General medical examination			*
6) Specific medical examination			*
7) Vocational interest/aptitude			
8) Work evaluation 1/			*

1/ Usually provided in private rehabilitation facilities to determine work potential or employability.

ACTIVITIES	SP ED	VR	VOC ED
Program Planning:			
Services:			
1) Occupational skills instruction			
2) Academic/vocational supporting instructions			
3) Counseling - academic adjustment			
4) Counseling - personal adjustment			
5) Counseling - vocational adjustment			
6) Medical services other than diagnostic	*		*
7) Mental therapy			*
8) Aids/devices, etc. - individually owned	*		*
Aids/devices, etc. - for learning and job training site accommodations			
9) Interpreter & reader services - for personal use or home study	*		*
Interpreter & reader services - for learning and job training site accommodations			
10) Other related services, i.e., OT, PT, speech correction			*
11) Job development			
12) Job placement			
13) Post-employment services	*		
14) Occupational services (tools, equipment, etc.) - individually owned	*		*

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ACTIVITIES	SP EC	VR	VOC ED
15) Family support services			
16) Transportation			
17) Subsistence while in training	*		*
Architectural Barrier Removal:			
1) Individual accommodations	*		*
2) Home accommodations	*		*
3) Learning site accommodations			
4) Job training site accommodations			

NOTE: Work study, work experience, OJT, etc. have not been included in the above listing because of the numerous and varying definitions and conditions applicable to these services under the programs. They will be addressed in subsequent materials.

ATTACHMENT B

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APPENDIX C

Interagency Document Abstracts

Title: *References Manual on Services Available to Handicapped Students in Secondary Schools by Special Education, Vocational Education, and Vocational Rehabilitation*. Arizona Department of Education: Division of Special Education, August, 1978, 60 pp.

Background Information:

This document is a compilation of information generated by three meetings of a task force comprised of members from the Arizona offices of special education, vocational education, vocational rehabilitation, and representatives from local school districts. The final report was developed by the Southwest Regional Resource Center under contract by the U.S. Office of Education, Bureau of Education for the Handicapped.

Description of Content:

This manual contains the current policies for all three service delivery systems in the areas of eligibility, individualized programming, diagnostic evaluation, available services, rights of students and clients, funding patterns, organizational flow charts, and directories of contact persons in the field.

Title: *Interagency Planning: Special Education and Related Services for Idaho's Handicapped/Exceptional Students*. Boise: Department of Education: Special Education Section, February, 1978, 55 pp.

Background Information:

This document was principally developed by representatives from the Special Education Division of the Department of Education for the purpose of enhancing interagency planning.

Description of Content:

Included in this document are signed interagency agreements between the Department of Education and the Divisions of Vocational Rehabilitation and Vocational Education, the Idaho State School for the Deaf and Blind, and the various agencies within the State Department of Health and Welfare. Accompanying each agreement are policy guidelines specifying philosophies and purposes, eligibility procedures, descriptions of services, and a section outlining the interface betwen the signatories.

Source:
State Director of Special Education
Idaho Department of Education
Len B. Jordon Building
Boise, Idaho

Title: Volume IV, Interagency Collaboration on Full Services for Handicapped Children and Youth: A Guide to Federal Policies and Agreements Regarding Vocationally-Oriented Education and Rehabilitation Programs. Regional Resource Center Task Force on Interagency Collaboration, August, 1979, 87 pp.

Background Information:

As a result of recent federal and state-level interagency initiatives, an interagency task force comprised of members of the eight Regional Resource Centers developed this program guide. The authors acknowledge significant assistance from a host of other federal, state, local, and private agencies in its development.

Description of Content:

This manual contains descriptions, regulations, and analyses of the five major pieces of federal legislation impacting upon vocationally-oriented education and training for handicapped and disadvantaged persons with an emphasis on the client centered processes of identification, assessment, individual plan development and implementation, placement, guidance and counseling, program review, and supportive services. Additional components of this guide contain matrices of program operations and processes broken out by the five major pieces of federal legislation, federal-level organizational flow charts, and content analyses/applications of recent federal-level interagency initiatives and memoranda.

Title: Michigan Interagency Delivery System for Vocational Education and Related Services for the Handicapped. Lansing: Michigan Department of Education, March 26, 1980, 165 pp.

Background Information:

This document sponsored by the Michigan Department of Education is the product of an interagency task force consisting of representatives from the Bureau of Rehabilitation, the Special Education Services area and the Vocational-Technical Education Services area. Extensive input into and review of the document was provided by ad hoc review committees consisting of representatives from local and state Bureau of Rehabilitation offices, local, state, intermediate unit, and higher education representatives from Special Education, and representatives from local and state Vocational Education. Also reviewing this document were members from professional teacher organizations, the Commission for the Blind, parent and advocacy groups, and others.

Description of Content:

This manual contains the Michigan Interagency Agreement, overviews of existing services from all three service areas, linkage service charts specifying various agencies' responsibilities in the service delivery continuum, flow charts, and glossaries of terms and acronyms.

Title: Cooperative Planning for the Handicapped: National Workshop for the Development of Comprehensive Secondary Programming and Rehabilitation Services for the Handicapped. Washington, D.C.: U.S. Office of Education and the Rehabilitation Services Administration, February, 1979, 64 pp.

Background Information:

This process model represents the culmination of two years of work by a federal-level interagency task force consisting of representatives from the Office of Education, the Rehabilitation Services Administration, the National Association of State Directors of Special Education, Vocational Education, and Vocational Rehabilitation. Members from the Mid-East Regional Resource Center were ultimately responsible for the development and publication of this document.

Description of Content:

Contained in this manual are recommended procedures for establishing state or local-level interagency agreements, suggested contents for the agreements, and descriptions of different services' responsibilities. Also inlcuded are charts outlinging instructional components for secondary occupational programming broken out by age range, grade level, and divisional responsibility, as well as a series of recommended vocational alternatives that should be available for handicapped learners. Additional appendices include the 1978 joint memorandum from the Commissioner of Education and Rehabilitation Services, the 1978 Office of Education Position Statement on Comprehensive Vocational Education for Handicapped Persons, and a directory of technical assistance and resources available from the Bureau of Occupational and Adult Education, the Rehabilitation Services Administration, and the Bureau of Education for the Handicapped.

Source:

U.S. Office of Special Education
Division of Assistance to States
Donohoe Building
400 Maryland Avenue, SW
Washington, DC 20202

Title: Services for the Handicapped: Linking Special Education, Occupational Education, and Vocational Rehabilitation. Albany: The University of the State of New York, the State Department of Education, October, 1979, 16 pp.

Background Information:

In response to a 1978 mandate by the New York State Board of Regents, the assistant commissioners of the State Department of Education's Offices for Education of Children with Handicapping Conditions and Occupational and Continuing Education, and the Department of Vocational Rehabilitation convened a series of seven regional conferences to address the problems and issues attendant with interagency cooperation. This document summarized the problems, issues and recommendations that surfaced through these conferences.

Description of Content:

The major portion of this document is devoted to comprehensive synopses of problems, issues and recommendations in the areas of communication/information, attitudes, policies/procedures, resources, and programs. Also included is a recommended plan for follow-up activities.

Title: Greenan, J. P. (Ed.) Interagency Cooperation and Agreements: Policy Paper Series 4. College of Education, University of Illinois at Urbana-Champaign, 1980, 75 pp.

Background Information:

This series of policy papers was developed from a regional institute held in March, 1980 for state leaders from vocational education, special education, and vocational rehabilitation. The papers focus upon critical policy issues affecting interagency cooperation and agreements at the state and local levels.

Description of Content:

Four policy papers focusing on state planning, inservice training, personnel preparation, and generating effective linkages are included. An epilogue which synthesizes the major concepts presented in the papers is also included.

Source

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